

Engaged Learning Project

Title of Project: Where do you see yourself in 20 years?

Subject(s): Writing, Economics, Technology

Grade Level(s): 1st and 3rd

Group: Alyssa Sills and Johnathan Russell

Abstract:

In this Engaged Learning Project students will be creating a ‘How to’ informative paper about a job they are interested in or a job they would like to pursue one day. Students will be using technology (Skype or Google Docs) to interact/collaborate with a person that works in the profession that they are researching. They will also use electronic reference material to learn more about their chosen job. Students will assume an adult role by becoming a teacher. They will post their finished ‘How to’ paper on a Wiki page and teach others in the form of a wax museum/presentation (can use technology) of their findings. This assignment is an authentic task because the students are co-learners with the teacher and they are becoming producers, explorers, and teachers.

Learner Description/Context:

This Engaged Learning Project is at two schools in/around Atlanta. One school is Hawthorne Elementary in DeKalb County, and the other is Taylor Elementary in Gwinnett County. These two schools are similar in that they have a variety of socioeconomic backgrounds (see tables below for breakdown). Parents, teachers, and students at both schools are encouraged to celebrate diversity because there is such a large variety of cultures represented. This project will be good for students to see that there is a variety of races/cultures represented in the different jobs (mentors). The cultural responsiveness of the project will show students that there are no limitations on what you can do with your life no matter what background/beliefs you have.

Class sizes at Hawthorne Elementary are small; each class sits at around 18 students. First grade includes four General Education teachers and two Special Education teachers. The two Special Education classrooms use a co-teaching method. Each grade level has 32 Chromebooks that can be checked out and no computer labs. Class sizes at Taylor Elementary are slightly larger and sit at around 25 students per class. Third grade includes six teachers (two gifted classes, and two ELL classes). Students who need extra support go to a resource class or an IEP class throughout the day. The school has three computer labs, but only two can be booked for classroom use. Teachers can also check out the 5-laptop carts that have 16 laptops per cart or the five-iPad buckets that include five iPads per bucket.

The Learning for the informative writing project will be in the classroom on the Chromebooks/Laptop carts. Teachers are encouraged to use technology to make learning more authentic at both schools. Both Hawthorne and Taylor Elementary use the Lucy Calkins Units of Study Writing. Teachers should use the Units of Study as a guide for their lessons. Lucy Calkins focuses on students having the power over their writing, and the teacher is there as a guide. The teachers use a Minilesson format for lessons. This format starts with Connect (something to engage students), teach (teach about the topic that students will try), Active Engagement, (try together), Link (try individually).

<i>Demographic Information Hawthorne Elementary</i>	<i>Percentages</i>
<i>Asian</i>	<i>5%</i>
<i>Black/African American</i>	<i>28%</i>

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<i>Hispanic/Latino</i>	<i>29%</i>
<i>Multiracial</i>	<i>4%</i>
<i>Caucasian</i>	<i>34%</i>
<i>Special Education</i>	<i>16%</i>
<i>ELL</i>	<i>22%</i>
<i>Low Income</i>	<i>52%</i>

<i>Demographic Information Taylor Elementary</i>	<i>Percentages</i>
<i>Asian</i>	<i>11%</i>
<i>Black/African American</i>	<i>26%</i>
<i>Hispanic/Latino</i>	<i>26%</i>
<i>Multiracial</i>	<i>6%</i>
<i>Caucasian</i>	<i>31%</i>
<i>Special Education</i>	<i>13%</i>
<i>ELL</i>	<i>20%</i>
<i>Free and reduced lunch</i>	<i>51%</i>

Time Frame:

This learning experience will be ongoing for approximately four weeks. Students will have an estimate of three to four 60-minute class periods per week to work on this project, which will amount to roughly 12 to 16 hours. This period does not include participation in wax museum activity.

Standards Assessed:

ISTE Standards

Knowledge Constructor- Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

3a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3c Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Creative Communicator -Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

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6a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

6d Students publish or present content that customizes the message and medium for their intended audiences.

Global Collaborator- Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

7b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

ELA (1st Grade)

ELAGSE1W2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

ELAGSE1W5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

ELAGSE1W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.

ELAGSE1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

ELAGSE1SL6: Produce complete sentences when appropriate to task and situation.

ELA (3rd Grade)

ELAGSE3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.

ELAGSE3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

ELAGSE3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

ELAGSE3W6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

ELAGSE3W7: Conduct short research projects that build knowledge about a topic.

ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

ELAGSE3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

ELAGSE3SL5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

ELAGSE3SL6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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ELAGSE1L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

j. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).

Learner Objectives:

Students will be able to use technology to show mastery of content, research, collaboration, and critical thinking skills. They will be able to connect their experience in the classroom to real-life experiences they have at home and in the community. Students will be able to share their research with their teacher, peers, community, mentors and others who view the project.

The “hook” or Introduction:

This learning experience will be introduced with a video from [Kid President](#). Kid President does motivational speaking on his YouTube channel. Students will watch the video called “Dear graduates- A message from "Kid President" This video discusses going through your life and making it enjoyable and that you should have a plan to make your life the best it can be. Kid President talks about everyone having a future and you deciding on how this future will be. Even though the students are not graduating, the video will give them the motivation to think about the future. It will also show the students how they can make their future their own by having a plan. After watching the video, the teacher will discuss with students about making a difference in their future. They will also discuss how a job can help the students make a difference in the world. The teacher will also tell students that we are going to start planning for their future by writing about what we want to be when we grow up and what it will take to get there. The rest of the lessons about will be in Lucy Caulkin’s format for information writing with added technology.

This project should be exciting and motivating to students because they have a choice of the topic. They can pick any job that they want to learn more about or that they want to be one day. When students choose their job, they are more likely to be interested in the topic because they were already interested in the topic in the first place. They are motivated by watching the video but also to learn more about a profession. This writing may show them that they like their job, but it may also show them that they want to consider other options for their future. Students will also be excited to ask questions to someone in the profession that they picked and share their learning at the end of the project.

Process:

Goals/Objectives	<p>The students will be able to use a variety of technology-related resources and tools to create artifacts that draw conclusions and make connections about their career choice.</p> <p>The students will be able to collaborate with an outside source and present their findings of their selected career with an audience using a form of technology.</p> <p>1st grade: The student will be able to write an informative text about a career with facts, complete sentences and a sense of closure. They will also be able to publish their writing on a digital source (Wiki Page).</p>
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	<p>3rd grade: The student will be able to write an informative text about a career by introducing a topic with related information, illustrations to aid comprehension, provide facts, definitions, and details, using linking words, and provide a conclusion. They will also be able to publish their writing on a digital source (Wiki Page).</p>
<p>What are the students doing?</p>	<ol style="list-style-type: none"> 1. Students will watch the hook video (Kid President) to get them motivated. Students will then start with selecting the career that is most interesting to them or that they want to pursue one day. 2. Students will then learn how to come up with topics that relate to their career by creating a Table of Contents (Example: schooling needed, attire, daily life). The lesson will be in Lucy Caulkins format of teaching information writing. ELL/special needs students will have a graphic organizer to fill in for their Table of Contents to scaffold learning. 3. The teacher will show students how to look up relevant information and strategies through modeling (see teacher section for more information about this) 4. Students will then do research using an online research library, or a career kids site to find information about their topics for their selected career. 5. Next, students will create 3-5 questions (ELL and special needs students will have sentence starters for their questions) to submit to their mentor. After their questions have been drafted, they will collaborate with a classmate and the teacher for feedback. 6. Students will then either create a Google Document with their questions to send to their mentor in their selected career or if available, video chat (Skype) with their mentor to ask their questions. 7. Students will then use their information from their research and the interview to write a paper about their topics for their career. The writing process will be used to complete their paper (Brainstorm, Draft, Revise, and Edit). ELL students and special needs students will have graphic organizers to help them organize their paper before they begin writing. 8. Students will then write a final draft of their information paper. 9. Once checked by the teacher students will be able to choose a format to publish their findings. They can choose between making a video (Garage Band or iMovie), audio file (Podcast), or typing on a Google Doc. 10. The students published piece will be added to a “How to be a...” class Wiki Page that will be used for others to view and learn about careers. 11. Students will then do a wax museum where they will dress up as the career that they chose and talk about their job. The wax museum will be a culminating activity where they will display what they learned about their career.
<p>What is the teacher doing?</p>	<ol style="list-style-type: none"> 1. The teacher will be guiding students to choose a career that is right for them.

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	<ol style="list-style-type: none"> 2. The teacher will also be using Lucy Calkins writing lessons to teach about how to write an informative paper. 3. The teacher will then show students how to use online resources to find information that is important to their topic. The teacher will first model how to use the research library at the school. Then, the teacher will remind students of past lessons on finding the main idea and details and about pulling out facts about ideas about the topics. The teacher will also remind students to look for text features and text structures that can help them pull out important information- this is all review from previous lessons. 4. Next, the teacher will be a guide for students as they come up with questions for their mentor. Giving students sentence starters if needed. 5. The teacher will also have to provide mentors for the students to talk with and make sure that the mentor's reply promptly as well as monitor responses making sure the collaboration is appropriate. 6. The teacher will also need to show students how Google Documents and video chatting works depending on the mode of communication the student uses. 7. The teacher will also be a guide as the students complete their writing and publish it using the variety of technology resources. 8. Lastly, the teacher will make sure the Wiki page is ready for students to publish and then that it is used for others to look at and learn. 9. As a culminating activity, the teacher will facilitate a wax museum. Students will dress up as their career, and other students, parents, and mentors can come and hear them talk about their career and what they know about that career.
<p>How are you assessing the process of learning?</p>	<p>Students will use the Lucy Calkins informational writing checklist. This checklist has students grade themselves on a scale of not yet, starting to, and yes. Once in the middle and once at the end of the process students will be grading themselves and a peer using this checklist. The checklist will be a part of their grade in collaboration.</p> <p>The teacher will also be using anecdotal notes to formatively assess students through the process. The notes will guide instruction throughout the process of writing informational papers. The teacher can create small groups and guide instruction through the formative assessment results.</p> <p>The teacher would also use a rubric for the result. This rubric includes information writing objectives (assessing the students how to be a... writing), technology objectives (evaluating their ability to create a meaningful technology artifact to post on the How to Wiki page), and collaboration objectives (peer and self-monitoring through results of the checklist).</p>
<p>How is the student directing the learning?</p>	<p>The student is directing the learning because, for one, their topic is a career of their choosing. The choice of a job will give them ownership of their topic. The teacher is only guiding the students through the writing and</p>

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	<p>researching process through modeling and the students will take it into their own hands for coming up with their subtopics for their paper and then researching those topics. They will also be working with a peer to come up with interview questions. The teacher will always be there to model and guide lessons, but the student will be the decision maker.</p> <p>The student is also getting a choice on their artifact to post on the Wiki Page. Students can choose to do a Video, typing on a Google Doc, or an Audio File (Podcast). Choosing their artifact will also put the ownership back on the student.</p> <p>The last way students are directing their learning is a writing checklist. Students are grading their paper using the Lucy Calkins writing checklist, and they are grading a peer's paper. The checklist will be included in their grade under collaboration.</p>
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Product:

Students will be creating an artifact that will be uploaded to a “How to be a...” wiki page. The artifact can be one of the following choices: a video, audio file or a paper uploaded to the wiki. Students who visit the Wiki will be able to view these artifacts to gain information about different professions. They will also be able to give feedback on each other’s projects. Since the finished product is a Wiki, a large audience will care about the student’s work. The classroom teacher would use the Wiki to assess the students understanding of the standards being addressed. Other teachers around the globe can use this site to teach their students about different jobs in Georgia. School counselors could use the Wiki to inform others about careers, and certain professions requirements. Experts in the field or community could use the Wiki to help explain to others what they do as well. Finally, the student’s peers would find the site useful because they could research different careers on one site.

These videos, recordings, and papers are meaningful to the students because it gives them an opportunity to explore careers in which they are interested. It makes the learning authentic and engaging because they can select jobs that are in their community, and explore what it takes to become a professional in that career. By working closely with experts, students will gain authentic information that they might not get from reading a book about a career. The expert will also be able to explain duties and routines in that field, which also increases the significance of the project.

Technology is integrated throughout this project in multiple ways. The first-way technology is used, is to communicate with a professional in the career of the student's choosing through Skype. Skyping with the expert will be one-on-one or in groups of four depending on how many students were interested in a specific career. When Skyping with the professional, students will be able to ask questions and clear up misconceptions. The Skype conversations will be confirmed before the lesson, and the conversation will be guided by questions already created by the students to help them remain on task and on subject. All students will talk with a mentor to gain information about their career. If Skype is not available for a particular mentor, they can use Google Docs. Students will type their questions then the teacher will send the link to the mentor to add answers.

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Students will also be creating their choice of a paper (using Google Doc), audio file, or video file using technology. Students that choose to make an audio recording will be using Audacity or GarageBand and those that choose to make a video will use iMovie (or a similar recording program) to record their work. The video and audio recording options let students display their learning in a new format. These files can be easier for the student's audience to preview because some viewers might not have time to read a paper on a profession. If students are uncomfortable with the movie/voice project, they can choose to type their paper into a Google Doc. Again, these artifacts will be uploaded to the Wiki to display what the students have learned about the profession of their choosing.

Their peers, the mentor/expert, and the teacher will assess students. The combination of these three assessments will create a final grade for the student's project. Students will use a rubric to assess a peer's final project. They will assess their peer's ability to collaborate effectively, and the information presented in their project (easily understandable, if they learned something). The expert/mentor will also be using a rubric, but they will be assessing students based on their ability to collaborate, ask meaningful questions, and on the accuracy of the project. Finally, the teacher will assess the student through weekly checkpoints (formative assessments- anecdotal notes), peer and self-evaluation using Lucy Calkins Information writing checklist and a rubric on the final project. The purpose of the checkpoints is to ensure that the students stay on task and to give student direction as needed. The teacher rubric is used to assess the overall project. It will include information about the checkpoints, the student's questions, collaboration with peers/mentors, their artifact posted on the Wiki, and the wax museum presentation.

After students have uploaded the product to the Wiki, they display their learning in the form of a wax museum for the school. Students will dress up as their chosen profession and when a peer, parent, teacher, or community member/mentor comes over the student will tell about their profession and what they learned by researching that particular career. Participation in the wax museum will also increase the authenticity and meaningfulness for the students because they will be performing for the school community. Students will also have the option to have their video recording happen during this time.

Technology Use:

In this Engaged Learning Project, students will use a variety of tools showcase what they have learned about a job they are interested in becoming when they get older. All students will be using a class Wiki to upload their original projects for viewers to observe and grade. The Wiki will have sections for each career field, and students will post their artifact in the correct place (health, human services, science, etc.) Students will be using Skype, Google Docs, Google Forms, videos, and online articles to collaborate with peers and experts, research, and develop a better understanding of the profession they chose. Students will also choose between making a video, audio file, or writing a paper to display their learning. Students that chose to make a video will be we be using iMovie to record and edit those videos. Students that chose to make an audio file will be using Audacity, Garageband, or iMovie to record and edit their file. The students that chose to write a paper will be using Google Docs to construct and publish their writing.

References and Supporting Material:

Resources:

Career Kids. (2017). *Career Information*. Retrieved from <https://www.careerkids.com/careers>

Novak, R. [Soulpancake]. (2015, May 7). Dear Graduates - A message From Kid President. [Video File]. Retrieved from https://www.youtube.com/watch?v=J7Jh31p9RME&list=PLzvRx_johoA-YabI6FWcU-jL6nKA1Um-t&index=32

To be made:

- Rubric for result: Including informative writing, technology artifact, and peer collaboration.
- Samples of end result- Sample of a google doc typed career paper, Sample of a podcast (audio file), and sample of an informative video.
- Examples of interview questions

Needed for instruction:

- Access to computers for research
- Lucy Calkins 1st and 3rd grade Unit 2 The Art of Information Writing
- The teacher must have mentors lined up for the students to talk to about the career of their choosing.
- Hook: [Kid President Video](#)
- Students will use the [Career Kids](#) website to do some of their research along with Britannica or other online resource library sites.