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| **PLANNING GUIDE FOR PROJECT WORK** |
| **Theme-Community** |
| **Unit-South Campus (Project-Library)** |
| **Fall 2015** |

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| **Essential/Guiding Questions**  -Who uses the South Campus library? Who is the user?  -What is the need? A library that is accessible, organized, user-friendly,  -What are the components of an organized and well-functioning library?  -Who in our community can help us with this?  -Who are our resources? -Was there a library in this house before?  -What does your dream library look like?  -Why are the differences between libraries and bookstores? What can we learn from bookstores?  **Lingering questions**…  -How can we look at a library as a system? (connect with 2nd grade)  -What do we do if there is more than one copy of a particular book?  -How can we make it accessible for all users? (old and young) | **Building Connections Across the Disciplines**  **(Skills/Competencies)**  **Language Arts-** incorporate author studies, develop interviewing skills (there will be a writing component during the interviews), writing reviews, writing our own books (create a section in the library)  **Math-**designing a “dream library” (this also has writing and art components)-Collect and sort information-graph data-  **Science-**observations and sketching  **Social Studies-** archiving the history of the building as well as our projects-go to archive museum and Library of Congress |
| **Interpersonal**  **(Skills/Competencies)**  -critical thinking  -collaboration  -cooperation | **Materials/Provocations/Activities** |
| **Teacher Reflections**  -First working with South Campus community  -This all came from understanding our own classroom community and then finding a need in our South Campus community.  -Need-to design an extensive, efficient, accessible, organized library | **Next Steps/Future Possibilities**  -**2nd round of committees after we do the deep dive – prototyping in new committees**  -construction committee  -organization committee  -History committee-archives of our own school  \*Studio Art component-students could create sculptures or other ways to mark/identify the different sections in the library-some may want to create dolls/stuffed toys that represent important characters in literature-use this as a way to develop fine motor skills and build on the sewing project for Student Spotlight  -create a lending library-donating books (make this a part of the Tzedakah Unit)  -Birthday Books- write book reviews (write reviews for other books in library)  -find a Book Mobile that can come visit  -Partnering with Families-What books did you enjoy as a child?-maybe we can make this a focus at Share the Nachas  -Pics of the month-each class  -Students can write their own books  -come up with an electronic system for organization  -WETA kids-connect with Susan  -Author's Study  -Artifacts that represent each Author's Study  -Establish learning goals for Author's Studies  -Children librarians |

**Notes**

**Researching…Libraries-South, North, Local, DC (Library of Congress)-this could also lead to us looking at the organization of our classroom libraries**

-Committees-each committee consists of 4-6 students that will divide up into smaller groups of 2-3 to interview different users

-The entire K will divide up into 3 interest groups (these groups will exist in all 3 classes) to interview the users as well as the experts

**We are exploring this not only because we are meeting a need but also because it allows us to, through this research, find out more about our community. We anticipate this happening as we interview the different needs of our users as well as when we create sections of our library that focus on the history of the building as well as traces of the projects that have taken place over the last few years and into the future.**

**Taking a Deep Dive…**

**South Campus Committees**-to understand the user

-students in PK, K, 1st

-interview Mr. Ross

-Kareemah

-HJ and GS teacher

-Me and Laura

-Development (historical component)

-Admissions (PJ Library?)

\*The needs of the different interest groups may effect what sections we want to create in our library.

 A need to organize books

A need to categorize and create new categories

Construction ideas-accessibility

Prototyping-writing our history-physical prototyping-

**South Campus committees-**will meet together (from all 3 classes) and report back to their classes- we may want to hold a Town Hall Meeting

**North Campus Committees-**to understand a system that functions properly-all 3 North Campus committees will go over to North to meet with Janet (one of our experts)

**Local Committees-**all students will travel to local libraries (each class will choose a different library-Noyes, Silver Spring, Chevy Chase-and report back in a Town Hall Meeting or *Local Committees* from each class will meet to report back to the larger group and compile/collect data/research-all K students will visit the Library of Congress-we may go visit the Archives

**\*Committee work can overlap-other work that can be done in small groups with committees are working…handwriting, exploring materials that you anticipate introducing to the children while working on this project, free play/open exploration in the classroom or in the Kikar**