

# Rural School and Community Trust Fund for Teachers

## Project Planning Guide

**Project Leader:** Christina Fearon

**Project Title:** Buster the Bulldog Shares Geography with young students

**School Name:** Barnet School

**School District:** Caledonia Central Supervisory Union

**Grade Level(s)** 1 and 2

**Content Areas:**  Science  Arts  Math  Technology  Foreign Language  
 Social Studies \_\_\_\_\_ Other \_\_\_\_\_ Other

**1. Essential Question:** What is the project theme that will guide the work of students and community partners?

The focus will be on the varied geography and major land forms of the United States. Both students and community members will have opportunity to be involved in presentations about Buster's travels. Students will learn with Buster throughout the school year and in all subject areas.

**2. Project Description:** Include the following information: What is the scope of the project? That is, how many teachers, students, and community members do you expect to be involved? Who are your community partners and how are they involved in planning and implementation? How will students be involved in planning?

Fifteen students will be directly involved. They will share their learning within the primary wing with all Kindergarten through grade 3 students. I will share Buster's travels and learning with the greater school population and with the community. Students will be involved by sharing Buster's story with community members.

**3. Community and School Connections:**

Children will connect the geography of our regional mountains, rivers, valleys, etc. to the geography of the larger country. Students will broaden their scope of knowledge about geography and land forms.



#### 4. Student Learning Outcomes, Standards, Activities and Assessment:

<b>Learning Outcomes:</b> What will students know and be able to do as a result of this project?	<b>Standards Addressed:</b> Which learning results or benchmarks do these outcomes address?	<b>Activity.</b> What activity(ies) will students engage in to accomplish stated learning outcome.	<b>Assessment:</b> How will you assess each student learning outcome?
1. The U.S. geography is varied.	Inquiry, history, physical and cultural geography,	Mapping, photos, stories, shared experiences, experiements	Oral assesements, written responses, representations in projects and pictures, written responses
2. Land forms will be identified.	Inquiry, history, physical and cultural geography,	Mathching , oral explanations, writing, drawing	Oral assesements, written responses, representations in projects and pictures, written responses
3. Water and weather affect the shaping of the land.	Inquiry, history, physical and cultural geography,	Experiments, reading, lessons on weather	Oral assesements, written responses, representations in projects and pictures, written responses
4. Animals live in varied habitats.	Inquiry, history, physical and cultural geography,	Research, write reports, build habitats, present projects	Oral assesements, written responses, representations in projects and pictures, written responses
5. National Parks protect the land and animals.	Inquiry, history, physical and cultural geography,	Reading, stories, shared experiences, converstation	Oral assesements, written responses, representations in projects and pictures, written responses
6. An awareness of the country beyond our own region.	Inquiry, history, physical and cultural geography,	All of above	Oral assesements, written responses, representations in projects and pictures, written responses



### 5. Literacy Goals, Strategies, and Assessment:

<b>Goals:</b> What specific literacy goals will the project address?	<b>Strategies:</b> What literacy strategies will the project employ?	<b>Assessment:</b> How will you assess students' literacy acquisition?
1. Students will listen to and discuss stories set around the country.	Reading, listening, speaking	Oral assessments, written responses, representations in projects and pictures, written responses, Primary observation assessment, Developmental reading assessment
2. Students will write Buster stories.	Writing narratives, reports, responses, and stories	Oral assessments, written responses, representations in projects and pictures, written responses
3. Students will write to elders in the community to share learning.	Writing narratives, reports, responses, and stories	Oral assessments, written responses, representations in projects and pictures, written responses
4. Children will research and write reports about animal habitats. These will be presented.	Writing narratives, reports, responses, and stories	Oral assessments, written responses, representations in projects and pictures, written responses

### 6. Community Outcomes and Assessment:

<b>Community Outcomes:</b> What will change in the community or school as a result of this project: e.g., new resources, new partnerships between school and community, new services or products?	<b>Assessment:</b> How will you document and assess community or school outcomes and support?
1. Schoolwide involvement in Buster's stories and geography awareness.	Observation
2. Involving elders in our community through the postcard project.	Interviews and surveys
3. Community presentations.	Surveys and responses



**7. Who will be involved in assessing student learning and community or school outcomes? How will they be involved? How will students be involved in assessment?**

Classroom teacher will be responsible for assessments.

**8. Major Activities Timeline**

<b>Major Activities:</b> What will you and students do to accomplish the stated student learning and community outcomes?	<b>Timeline:</b> When will these activities happen?
1. General geography and landforms	Throughout the school year.
2. Elder postcards	Throughout the school year.
3. Buster stories	Throughout the school year.
4. Weather and water affect land forms.	Fall
5. Research, reports, and projects	Spring
6. Community presentations	Spring



**9. Technology:** What technology tools will the project employ? How will that technology be used to enhance learning and improve on the community or school issue(s) the project is addressing?

Digital camera, scanning, computer, typing, photo, smart board

**10. Documentation and Celebration:** How will you celebrate the project and document its impact on you as a teacher and on students, the school, and the community?

Education Fair, reading, community presentations,

**11. Project Budget:**

**Please attach any lesson plans to this guide.**

