



*Night of
Notables*

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Lesson Plan Title: Night of Notables

Topic: Biographical Research

Developers: Rebecca Crowder, Dea Borneman

Teacher Grade: Third

Teacher School: Greenwood Laboratory School

Teacher District: Missouri State University

Standards (Common Core, ISTE, AASL):

Third Grade Reading Standards

- *CCSS.ELA-Literacy.L.1* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- *CCSS.ELA-Literacy.L.2* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- *CCSS.ELA-Literacy.L.5* Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- *CCSS.ELA-Literacy.RF.4* Read with sufficient accuracy and fluency to support comprehension.

Third Grade Writing Standards

- *CCSS.ELA-Literacy.W.1.2* Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- *CCSS.ELA-Literacy.W.1.4* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- *CCSS.ELA-Literacy.W.1.5* Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- *CCSS.ELA-Literacy.W.1.6* Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- *CCSS.ELA-Literacy.W.1.7* Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- *CCSS.ELA-Literacy.W.1.9* Draw evidence from literary or informational texts to support analysis, reflection, and research.
- *CCSS.ELA-Literacy.SL.1* Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- *CCSS.ELA-Literacy.SL.2* Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- *CCSS.ELA-Literacy.SL.5* Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

ISTE Standards-S

- **Communication and Collaboration**
 - 2-b: communicate information and ideas effectively to multiple audiences using a variety of media and formats

- **Research and Information Fluency**
 - 3-a: plan strategies to guide inquiry
 - 3-b: locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
 - 3-c: evaluate and select information sources and digital tools based on the appropriateness to specific tasks
 - 3-d: process data and report results
- **Technology Operations and Concepts**
 - 6-b : select and use applications effectively and productively

AASL Standards for the 21st Century Learner

- **Inquire, think critically, and gain knowledge**
 - 1.1.9 Collaborate with others to broaden and deepen understanding
 - 1.4.3 Monitor gathered information, and assess for gaps or weaknesses
- **Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge**
 - 2.1.2 Organize knowledge so that it is useful
 - 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings
 - 2.2.4 Demonstrate personal productivity by completing products to express learning
- **Pursue personal and aesthetic growth**
 - 4.1.8 Use creative and artistic formats to express personal learning

Essential Question:

How have people who have gone before impacted human life today?

Criteria for Success (How will you know students have gained the understanding of the concepts?):

- Students will demonstrate knowledge of their notable and their impact by presenting to a variety of audiences not only a general biography of the person, but also by making a summary statement about how their life has been impacted because of those persons' accomplishments.
- Final Student products include:
 - 5-paragraph paper about the life of their notable with a concluding paragraph to include the impact that notables work has had on modern society
 - Presentation board to present information to targeted audience
 - First person oral presentation to targeted audience at which they present their notable in first person
 - Computer generated time line of important events in the life of their scientist
 - Produce a multimedia presentation about the importance of their scientist in the form of a movie trailer using PhotoStory or Windows Movie Maker.
 - Participation in online social media forum in first person (using Edmodo, they post as the person they are researching)

Resources (What resources will you and your students use?):

- **Variety of Nonfiction Books**
 - Sullivan, George. *The Wright Brothers*. Scholastic Reference, NY. 2002.
 - Baker, Rachel. *The First Woman Doctor*. Scholastic Inc., NY. 1971.
 - Hammontree, Marie. *Albert Einstein, Young Thinker*. Aladdin Books, NY. 1961.

- Sabin, Francene. *Young Thomas Jefferson*. Troll Associates, New Jersey. 1986.
- Monsell, Helen Albee. *Tom Jefferson, Third President of the United States*. Aladdin Books, NY. 1989.
- Guthridge, Sue. *Thomas A. Edison, Young Inventor*. Aladdin Paperbacks, NY. 1986.
- Stevenson, Augusta. *Wilbur and Orville Wright, Young Fliers*. Aladdin Books, NY. 1986
- Henry, Joanne Landers. *Elizabeth Blackwell, Girl Doctor*. Aladdin Paperbacks, NY. 1996.
- Aird, Hazel and Ruddiman, Catherine. *Henry Ford, Young Man with Ideas*. Aladdin Paperbacks, NY. 1986.
- Wishinsky, Frieda. *Albert Einstein*. DK Publishing Inc., NY. 2005
- Adkins, Jan. *Thomas Edison*. DK Publishing Inc., NY. 2009
- Boyce, Natalie Pope and Osborne, Mary Pope. *Leonardo da Vinci*. Scholastic Inc., NY. 2009.
- Dixon-Engel, Tara and Jackson, Mike. *The Wright Brothers*. Sterling Publishing, NY. 2007
- Woodside, Martin. *Thomas Edison, The Man Who Lit Up The World*. Sterling Publishing, NY. 2007.
- Borzendowski, Janice. *Marie Curie, Mother of Modern Physics*. Sterling Publishing, NY. 2009.
- Olmstead, Kathleen. *Jacques Cousteau, A Life Under the Sea*. Sterling Publishing, NY. 2008.
- Burrows, John. *Lewis and Clark, Blazing a Trail West*. Sterling Publishing, NY. 2008.
- Carson, Mary Kay. *Alexander Graham Bell, Giving Voice to the World*. Sterling Publishing, NY. 2007.
- Ransom, Candice. *Clara Barton*. Barnes & Noble, NY. 2003.
- Welch, Catherine A. *Eli Whitney*. Barnes & Noble, NY. 2007.
- Zuehlke, Jeffrey. *Henry Ford*. Barnes & Noble, NY. 2007.
- McPherson, Stephanie Sammartino. *Albert Einstein*. Barnes & Noble, NY. 2003.
- Zemlicka, Shannon. *Neil Armstrong*. Barnes & Noble, NY. 2002.
- Waxman, Laura Hamilton. *W.K. Kellogg*. Barnes & Noble, NY. 2007.
- Sutcliffe, Jane. *John Deere*. Barnes & Noble, NY. 2007.

- **Variety of Websites**

- **Scientist Sites**

- http://cti.itc.virginia.edu/~meg3c/classes/tcc313/200Rprojs/jefferson_invent/
- <http://www.janegoodall.org/janes-story>
- <http://www.pocanticohills.org/womenenc/womenenc.htm>
- <http://www.timeforkids.com/TFK/kids/news/story/0,28277,1925734,00.html>
- <http://www.janegoodall.org/study-corner-faqs>
- <http://kidsblogs.nationalgeographic.com/kidsnews/2008/11/jane-goodall-honored.html>
- <http://www.biography.com/articles/Christine-Ladd-Franklin-9371038>
- <http://www.webster.edu/~woolfm/christineladd.html>
- <http://www.time.com/time/magazine/article/0,9171,715595,00.html>
- <http://www.answers.com/topic/annie-jump-cannon>
- http://www.teachervision.fen.com/tv/printables/TCR/1557344930_14-15.pdf
- <http://www.biography.com/articles/Annie-Jump-Cannon-9236960>
- <http://worldbook.es.vrc.scoolaid.net/kids/article?id=ar834920>
- <http://www.wellesley.edu/Astronomy/Annie/>
- <http://www.kidskonnct.com/subject-index/21-people/215-earhart-amelia.html>

- <http://www.pitara.com/magazine/people/online.asp?story=47>
- <http://www.incwell.com/Biographies/Earhart.html>
- <http://gardenofpraise.com/ibdearha.htm>
- http://womenshistory.about.com/library/bio/blbio_christa_mcauliffe.htm
- <http://www.time.com/time/magazine/article/0,9171,960597,00.html>
- <http://www.jsc.nasa.gov/Bios/htmlbios/morgan.html>
- <http://www.enchantedlearning.com/explorers/space.shtml>
- <http://www.fws.gov/northeast/rachelcarson/carsonbio.html>
- http://womenshistory.about.com/od/carsonrachel/p/rachel_carson.htm
- <http://www.notablebiographies.com/Ca-Ch/Carson-Rachel.html>
- <http://www2.scholastic.com/browse/article.jsp?id=4964>
- <http://gardenofpraise.com/bioslideshow.htm>
- <http://gardenofpraise.com/leaders.htm>
- <http://www.civilwarhome.com/bartonbio.htm>
- <http://www.incwell.com/Biographies/Barton.html>
- <http://www.winningthevote.org/F-CBarton.html>
- <http://www.nps.gov/clba/forkids/chron1.htm>
- <http://www.ideafinder.com/history/inventors/hopper.htm>
- <http://www.agnesscott.edu/lriddle/women/hopper.htm>
- http://inventors.about.com/library/inventors/bl_Grace_Murray_Hopper.htm
- http://encyclopedia.kids.net.au/page/gr/Grace_Hopper
- http://www.thocp.net/biographies/hopper_grace.html
- <http://www.notablebiographies.com/Pu-Ro/Ride-Sally.html>
- <http://teacher.scholastic.com/space/sts7/interview.htm>
- http://starchild.gsfc.nasa.gov/docs/StarChild/whos_who_level2/ride.html
- <http://teacher.scholastic.com/activities/women/index.htm>
- <http://www.girls-explore.com/bios/sally-ride.php>
- http://womenshistory.about.com/od/aviationspace/p/sally_ride.htm
- http://www.hypatiamaze.org/curiforkids/curie_kids.html
- <http://www.notablebiographies.com/Co-Da/Curie-Marie.html>
- http://www.bbc.co.uk/history/historic_figures/curie_marie.shtml
- <http://www.factmonster.com/ce6/people/A0807815.html>
- http://www.funsocialstudies.learninghaven.com/articles/elizabeth_blackwell.htm
- http://www.ellensplace.net/eae_intr.html
- <http://libraries.risd.org/risdlib/3heroes.htm>
- <http://www.biography.com/articles/Elizabeth-Blackwell-9214198>
- <http://www.thebiographychannel.co.uk/biographies/dian-fossey.html>
- <http://www.eduplace.com/kids/socsci/ca/books/bkc/biographies/index.html>
- <http://www.biography.com/bio4kids/bio4kids-meet.jsp>
- <http://www.biography.com/bio4kids/index.jsp>
- http://www.gorillafund.org/dian_fossey/dian_fossey_life.php
- <http://www.einstein-website.de/contentskids.html>
- <http://home.pacbell.net/kidwell5/aebio.html>
- <http://gardenofpraise.com/ibdeinst.htm>
- http://www.amnh.org/ology/einstein#features/eyeeinstein?TB_iframe=true&height=460&width=620
- <http://whyfiles.org/052einstein/index.html>
- http://starchild.gsfc.nasa.gov/docs/StarChild/whos_who_level2/armstrong.html
- <http://www.marshalltown.k12.ia.us/schools/lenihan/mediacenter/famouspeople.html>

- http://www.hightechscience.org/apollo_spacesuit.htm
- <http://www.cbsnews.com/stories/2005/11/03/60minutes/main1008288.shtml>
- <http://www.biography.com/bio4kids/bio4kids-meet-alexander-graham-bell.jsp>
- <http://gardenofpraise.com/ibdbell.htm>
- <http://inventors.about.com/od/dstartinventors/ig/Inventions-of-Leonardo-DaVinci/>
- http://www.cousteaukids.org/frm_cousteau.html
- http://www.bbc.co.uk/history/historic_figures/newton_isaac.shtml
- <http://www.factmonster.com/ce6/people/A0835490.html>

- Trifold Sites
 - <http://www.trumanlibrary.org/histday.htm>
 - http://www.sciencebuddies.org/science-fair-projects/project_gallery.shtml
 - <http://school.discoveryeducation.com/sciencefaircentral/Science-Fair-Presentations/How-to-Create-a-Winning-Science-Fair-Display-Board.html>
 - <http://hersheyhistory.org/milton.html>
 - <http://office.microsoft.com/en-us/templates/TC010162651033.aspx?pid=CT101172751033>

- Bibliography Sites
 - <http://easybib.com/cite/form/website>
 - <http://easybib.com/cite/form/book>

- Music Sites
 - <http://www.brainybetty.com/soundsforpowerpoint.htm>
 - http://www.partnersinrhyme.com/pir/free_music_loops.shtml
 - http://www.flyinghands.com/cat-free_music_clips.html
 - <http://www.aviary.com/>

Management (How will students share technology resources? How will you break up the lesson into segments-the number of hours or days?)

- Two-four 60-minute periods to introduce research folder, organization of project, bibliography card format, and discuss scoring for each part of the project
- Eight-fourteen days to conduct research/write rough draft paragraphs during 30-90 minute science, writing time, or reading time.
- One 60-minute period to model writing paragraph from research notes
- Presentation board to be completed at home
- Four 60-minute periods to create multimedia presentation
- Two-Four 60-minute periods to write and practice oral presentation
- One 60-minute time frame for Open House—Night of Notables

Learner Diversity (What diverse learner needs do you need to consider when selecting resources, grouping students or planning the culminating project? Are there any special considerations such as assistive technologies or second-language learning to take into account?)

- Books were selected at a variety of reading levels to target both low and high readers.
- ESL students can use an electronic translator, books in their native language, and extra time to complete an adapted project
- Research groups were heterogeneously grouped so that students with writing and reading strengths could progress at a faster pace.

Engage:

Capture the students' attention, stimulate their thinking and help them access prior knowledge.

Day 1-4

Day 1 (1 hour)

- Show Introductory Trailer to introduce project
- After viewing, ask the following questions;
 - What was the video about? How did you get the main idea from the video—was there any talking on the video? Follow with short discussion on ways to deliver a message without talking. Students will be creating a similar video for part of their final products.
 - Discussion on enduring understanding: Why do we study people who lived before us and are now dead? Why are they important? [We build upon discoveries and knowledge of the generations before us.]
 - Pose essential question: You know now that you will be studying the life of a notable person during the next few weeks. Your goal will be to discover how your person's accomplishments affect life today. What difference did he/she make?
- Selection of notable
 - Hand out list of notables [see Appendix A]
 - Go over list with students, pronounce each name and what each was known for
 - Students are to choose their top 5 choices; they are to number their top choice # 1, second choice #2, and so on. Teacher then collects the lists, review choices, and makes assignments.
- The remaining time will be spent going over the instruction packet and the scoring guides. [see Appendix B]

Day 2 (1 hour) Discussion: Types of questions to guide research

- Assign groups—these groups will stay in place throughout the project
- Research group: Brainstorm questions you will would like to have answered when you research a person. You will have 10 minutes and then we'll meet back as a class.
- As students share the questions they chose, type them on SmartBoard in random pattern.
- Now ask: "How could we categorize these questions to organize our research? Can you see anything the questions might have in common?" (You want categories of childhood, adulthood, accomplishments.)
- Create a chart in Smart Notebook and have students sort the questions as they categorize them.
- Brainstorm additional questions, if any, that need to go in each category as a class.
- Hand out scientist assignments in "Naming Ceremony".

Day 3-4 (1-2 hours) Discussion: Research folder and procedures

- Introduction to research folder [picture in Appendix A]
 - Hand out 1 manila folder with four library pockets hot glued into inside of folder to each student
 - Pull up chart from categories discussion yesterday [childhood, adulthood, accomplishments].
 - Students label library pockets to fit the research categories; fourth pocket is to be labeled "resources".
- Introduction to conducting research
 - Class discussion
 - Use biography of Milton Hershey at

emphasize finding the name of the web site and the web address.

- Books
- Websites
- Magazine articles
- Decorate cover of folder
 - Must have student name, notable name, and picture of notable from Internet.

Explore:

Give students time to think, plan, investigate and organize collected information.

Days 4-13

- Students conduct research.
- Each day students will have independent research/writing time, as well as sharing time with their research group. In the beginning, all students are researching, but soon move to working at various stages of the project.
 - Research time: 40 minutes
 - Students read from a variety of resources, fill out fact and resource cards, and categorize information into their research folder.
 - Writing time
 - Students begin writing their paper with the childhood paragraph by using index cards to organize writing into a logical paragraph. Students must write a rough draft and have it approved before typing the paragraph. All rough draft paragraphs must be approved by teacher by the due date. The due dates are set to ensure that all students are progressing at an appropriate pace towards the final due date.
 - Once childhood, adulthood, and accomplishments paragraphs are completed by most students, a mini-lesson to review opening and closing paragraphs is conducted.

Explain:

Involve students in an analysis of their explorations. Use reflective activities to clarify and modify their understanding.

- Students in the research group are encouraged to ask questions of each other to clarify the accomplishments and impact of each notable. Students are also asked questions by the teacher as their rough drafts are approved to ensure that they understand.
 - Sharing time: 15 minutes
 - Each student should share information they found that day.
 - Research group should listen carefully, fill out self-evaluation and group evaluation.
 - Make suggestions for information the student might look for next time.
 - Turn evaluations in to teacher.

Elaborate:

Give students the opportunity to expand and solidify their understanding of the concept and/or apply it to a real-world situation.

- Students are to reflect upon the essential question: How has notable impacted human life?
 - Within their research group, students are to reflect upon their person's impact to society. They should answer the questions:
 - What would life be like today without the accomplishments of my person?
 - Did my person learn from others and build upon that knowledge?
 - After sharing individual ideas, students should discuss the essential question and write a paragraph about the impact science has on our lives.
- Pose the question: How could you interest others in your person using a multimedia tool?
 - Students are to create a trailer using graphics, images, music, and text to motivate others to learn more about their person.
 - Peer editing: Students are to ask other students to view their trailer and make suggestions for improvement before final publishing of the video.

Evaluate:

Evaluate throughout the lesson. Present students with a scoring guide at the beginning. Scoring tools developed by teachers (sometimes with student involvement) target what students must know and do. Consistent use of scoring tools can improve learning.

- Students will complete a research self-evaluation and a group self-evaluation. (Will address 2.3)
- Students will complete a research folder with data collected from reading in the form of fact cards and resource cards. (Will address 1.2, 1.4, 1.5, 1.8, Information Literacy CA, NETS-S 3-b)
- Students will complete a 5-paragraph paper which details the information they learned during their research time. (Will address 2.1, 2.2, Writing-CA1, CA2 CA3)
- Students will give an oral presentation to classmates, parents, and staff, to demonstrate knowledge of information learned. (Will address 2.1, 2.2, Listening and Speaking CA2, NETS-S 2-b, 3-d)
- Students will complete a trailer of their notable that demonstrates their ability to use a multimedia medium to deliver information. (Will address 2.1, 2.2, 2.3, NET-S 2-b, 3-b, 3-c, 6-b)

The eMINTS staff has adapted this form from materials available at this website:
<http://www.mdk12.org/instruction/curriculum/science/5emodel.html>.

APPENDIX A

Teacher Resources

Notable Selection List

Scoring Guides

Sample Artifacts

FEMALE SELECTION LIST

Female	Specialty	Female	Specialty
ELIZABETH BLACKWELL	First woman to receive a medical degree	MARIA TALLCHIEF	Dancer
MARIE CURIE	Chemist and physicist	MARTHA GRAHAM	Dancer
JANE GOODALL	Chimpanzees	ISADORA DUNCAN	Dancer
DIAN FOSSEY	Mountain gorillas	GEORGIA O'KEEFE	Artist
FLORENCE NIGHTINGALE	Nurse; modern nursing	SHIRLEY TEMPLE	Actress/singer/dancer
CLARA BARTON	Red cross	GINGER ROGERS	Actress/dancer
RACHEL CARSON	Marine biologist/zoologist	ELLA FITZGERALD	Singer
SALLY RIDE	First woman in space		
FLORENCE BASCOM	Geologist	LUCILLE BALL	Actress/Comedienne
GRACE HOPPER	Computer science/naval officer	JULIE ANDREWS	Actress/singer
CHRISTA MCAULIFFE	Teacher/conduct experiments in space	LOUISA MAY ALCOTT	Writer
CHRISTINE LADD-FRANKLIN	Physics/math	BEATRIX POTTER	Writer
AMELIA EARHART	Pilot	JUDY BLUME	Writer
WANGARI MAATHAI	Conservationist/trees in Africa	BEVERLY CLEARY	Writer
RUTH HANDLE	Barbie Creator	MARY POPE OSBORNE	Writer
ROSE O'NEILL	Kewpie Doll creator	LAURA INGALLS WILDER	Writer
JK ROWLING	Writer	PEGGY KERET	Writer

MALE SELECTION LIST

PERSON	SPECIALTY	PERSON	SPECIALTY
GEORGE EASTMAN	photography	AA MILNE	Writer
ALFRED BERNHARD NOBEL	chemist and inventor-nitroglycerin	EB WHITE	Writer
ELI WHITNEY	inventor/cotton gin	SHEL SILVERSTEIN	Writer
WRIGHT BROTHERS	inventors/airplane	DR. SEUSS	Writer
KARL BENZ	engineer/auto	WILIAM SHAKESPEARE	Writer
GEORGE WASHINGTON CARVER	agricultural chemist	ROALD DAHL	Writer
JACQUES COUSTEAU	oceanographer/naval officer	MARK TWAIN	Writer
ISAAC NEWTON	motion and gravity	CS LEWIS	Writer
LEONARDO DAVINCI	anatomy/painter	LEWIS CARROLL	Writer
EDWIN HUBBLE	astronomer	JIM HENSON	Muppets-film maker
BENJAMIN FRANKLIN	electricity	STEVEN SPIELBERG	Film maker
ALBERT EINSTEIN	Theory of relativity	WALT DISNEY	Artist/film
ALEXANDER GRAHAM BELL	inventor/phone	ELVIS PRESLEY	Singer
THOMAS EDISON	inventor	MOZART	Composer/musician
ARCHIMEDES	pulleys/levers	PICASSO	Artist
JOHN DEERE	Farm tools	CLAUDE MONET	Artist
HENRY FORD	Cars/assembly line	THOMAS HART BENTON	Artist
W.K. KELLOGG	Cereal	JOHN WAYNE	Actor
NEIL ARMSTRONG	astronaut	ERIC CARLE	Writer
JRR TOLKIEN	Writer	LOUIS SACHAR	Writer
BING CROSBY	Singer	DEAN MARTIN	Singer/actor

STUDENT ASSIGNMENT LIST

STUDENT	FIRST	SECOND	THIRD	FOURTH	FIFTH
EMILY A	Jane Goodall	Sally Ride	Rachel Carson	Amelia Earhart	E. Blackwell
ARIEL	Sally Ride	Ladd-Franklin	Amelia Earhart	Wangari Maathai	Jane Goodall
CAELYN	Amelia Earhart	Annie Jump Cannon	Grace Hopper	Rachel Carson	E. Blackwell
ELLEN	Amelia Earhart	Christa McAuliffe	Sally Ride	Annie Jump Cannon	Diane Fossey
CAROLINE	Christa McAuliffe	Florence Nightingale	Amelia Earhart	Margaret Mead	Margaret Mead
AVERI	Rachel Carson	Diane Fossey	Jane Goodall	Amelia Earhart	Wangari Maathai
ASHA	Clara Barton	Jane Goodall	Marie Curie	E. Blackwell	Thomas Edison
BELLE	Rachel Carson	Grace Hopper	Ladd-Franklin	Sally Ride	Alexander Bell
ALEXIS	Amelia Earhart	Sally Ride	Clara Barton	Jane Goodall	Thomas Edison
EMILY D	Marie Curie	George Washington Carver	Sally Ride	Clara Barton	Wangari Maathai
LIZ	E. Blackwell	Rachel Carson	Marie Curie	Isaac Newton	Ben Franklin
MACKENZIE	Diane Fossey				
HUNTER	Albert Einstein	John Deere	Thomas Edison	Wright Brothers	Nicolaus Copernicus
JOHN	Neil Armstrong	Edwin Hubble	Nicolaus Copernicus	Albert Einstein	W.K. Kellogg
KEVON	Alexander Graham Bell	Grace Hopper	Benjamin Franklin	George Washington Carver	Karl Benz
LOGAN	Albert Einstein	Benjamin Franklin	Neil Armstrong	Thomas Jefferson	Theodore Roosevelt
ALEX	Leonardo Davinci	Albert Einstein	Alexander Fleming	W.K. Kellogg	Neil Armstrong
GARRETT	Jacques Cousteau	Neil Armstrong	Theodore Roosevelt	Thomas Jefferson	Isaac Newton
MARCO	Leonardo DaVinci	Isaac Newton	Neil Armstrong	Karl Benz	Alfred Nobel

 = taken  = assigned  = still available



Timeline

Name: _____

Teacher: Crowder

Date Submitted: _____

Title of Work: _____

	Criteria			Points
	2	1	0	
Documentation of Events	At least ten significant events are present. This includes date and description.	At least seven significant events are present. This includes date and description.	Less than seven significant events are present. This includes date and description.	___
Accuracy	All dates indicated on timeline are correct and are sequenced in the proper order.	At least 1 of the dates or sequences is not in the proper order.	At least 3 of the dates or sequences are not in the proper order.	___
Requirements	Goes beyond the requirements of the timeline.	Meets the requirements of the timeline.	Does not meet the requirements of the timeline.	___
Legibility	Legible handwriting, typing, or printing.	Marginally legible handwriting, typing, or printing.	Writing is not legible.	___
Illustrations	Includes pictures to accompany each event	Includes some pictures	Does not include any pictures	___
Total Points			TOTAL	

Teacher Comments:

Student Name _____

Total Points: _____

Grade: _____

Points Possible	Score	Criteria	Comments
5		Cover <ul style="list-style-type: none"> • Picture of scientist • Name of scientist • Birth/Death years • Student's name 	
10		Timeline <ul style="list-style-type: none"> • 10 important events • Illustrated 	
25		Content <ul style="list-style-type: none"> • Includes: (5 paragraphs) <ul style="list-style-type: none"> ○ Where and when scientist was born ○ Childhood information ○ Adult life ○ Contributions/accomplishments ○ Impact on others ○ Quotes and interesting information about the person ○ Paper has a logical order 	
10		Sentence Fluency <ul style="list-style-type: none"> • Sentence varies in length and structure • Is easy to understand and read • Sentences flow smoothly from word to word and sentence to sentence 	
10		Language Conventions <ul style="list-style-type: none"> • Words are spelled correctly • Correct capitalization is used • Correct punctuation is demonstrated 	
10		Bibliography <ul style="list-style-type: none"> • Used minimum three sources • Included bibliography page in paper • Is alphabetical, by author or website name 	
15		Presentation Board <ul style="list-style-type: none"> • Is well done—neat, not sloppy • Has panels <ul style="list-style-type: none"> ○ Childhood ○ Adulthood ○ Accomplishments and impact • Pictures of their person to illustrate • Has used space, color, designs well • Timeline is present 	
15		Oral Presentation <ul style="list-style-type: none"> • Memorized information—did not read • Used eye contact when visiting with "guests" • Spoke in a clear voice 	

Biography Trailer Scoring Guide

Directions: You are to create a trailer for your scientist. Remember the trailer will contain mostly graphics, with a music background. Your goal is to get your message across using graphics! The music should add to your trailer—not distract. You may use either photo story or windows movie maker to create your trailer. Don't forget: the purpose of your trailer is to create excitement about your scientist! You want other kids to watch your trailer and then rush right out and learn about him/her. Below is the scoring guide I will use for the trailer.

Characteristic	Points possible	Points awarded
Has an opening slide	5	
Content gives a brief overview of scientist; generates interest	10	
Has transitions between slides	5	
Uses a mixture of graphics and text	5	
Text is spelled correctly and follows the rules of grammar	5	
Music adds to interest and is not distracting	5	
Has a closing slide	5	
Sources for pictures have been credited	5	
Total Points	45	

Figure 1 An invitation is issued to parents electronically

NIGHT OF NOTABLES

You're invited to the Third
Annual "Night of Notables"
with Greenwood Third
Grader's.

Date: Thursday, April 28, 2011

Time: 6:00 p.m.

Please join us as renowned
scientists make an appearance
in the Greenwood cafeteria.

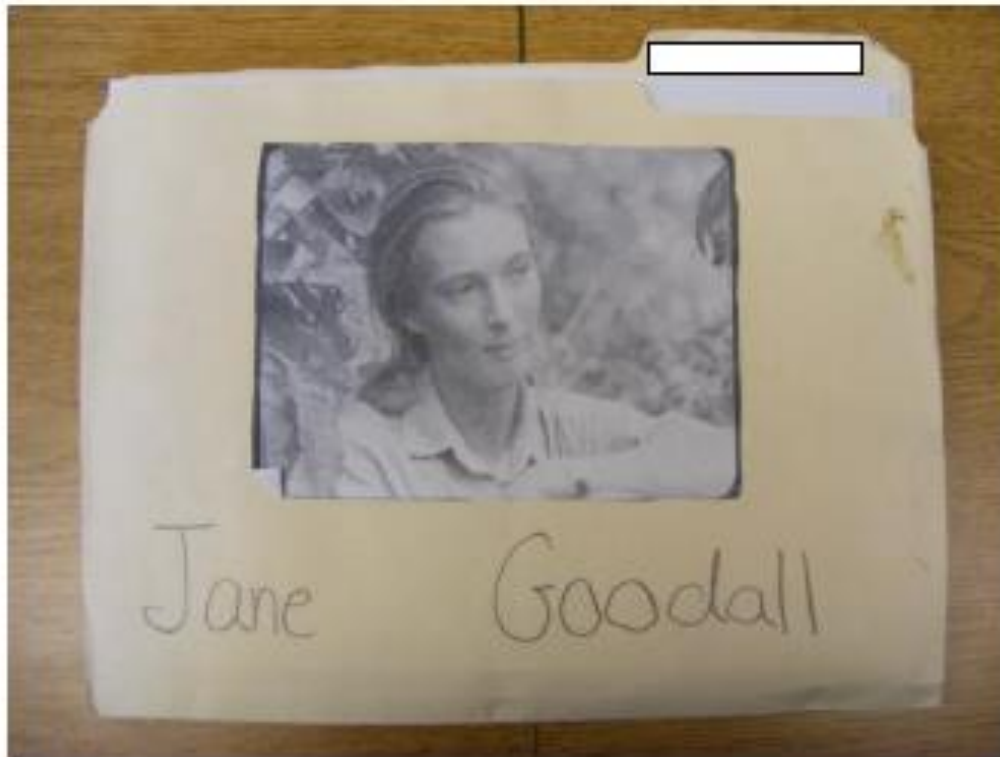


Figure 2 Research Folder

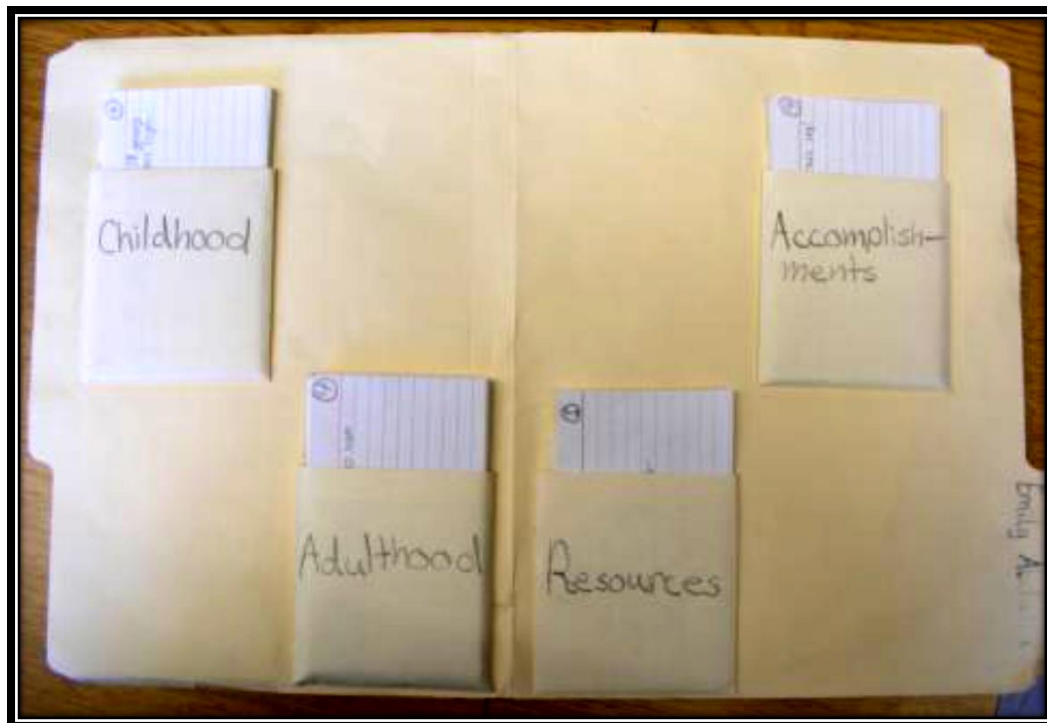


Figure 3 Inside layout of research folder

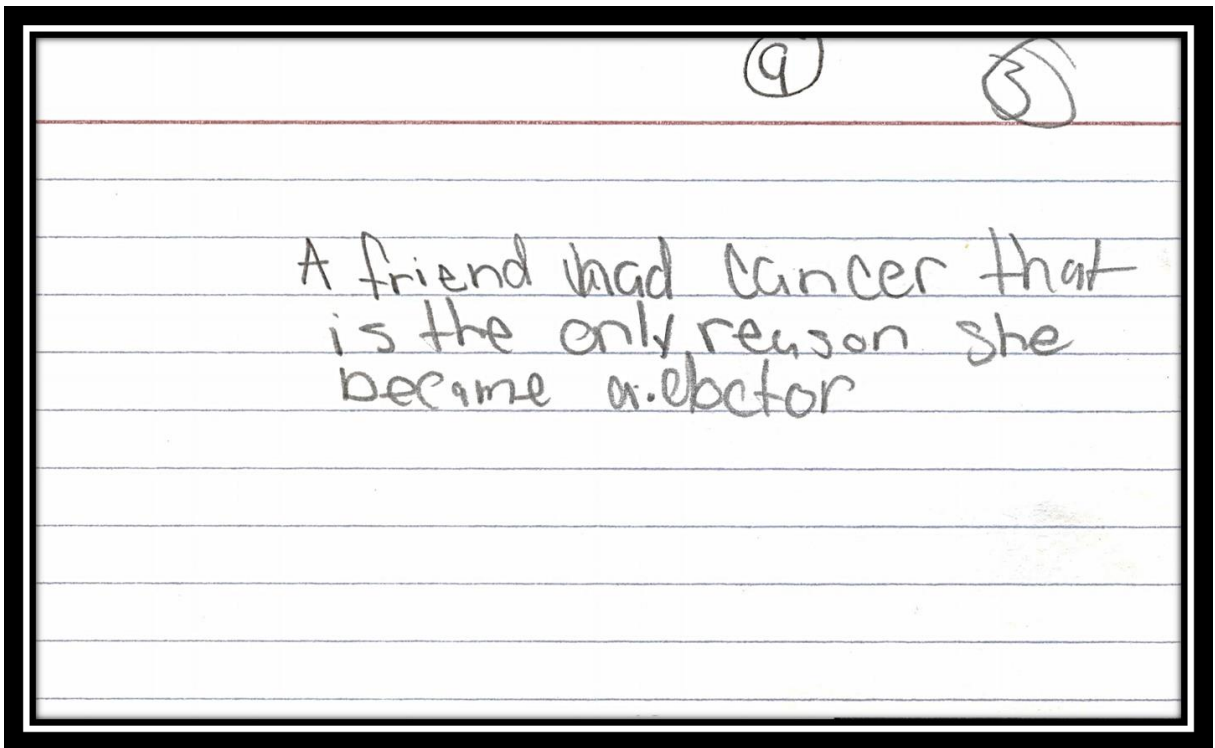


Figure 4: Fact Card

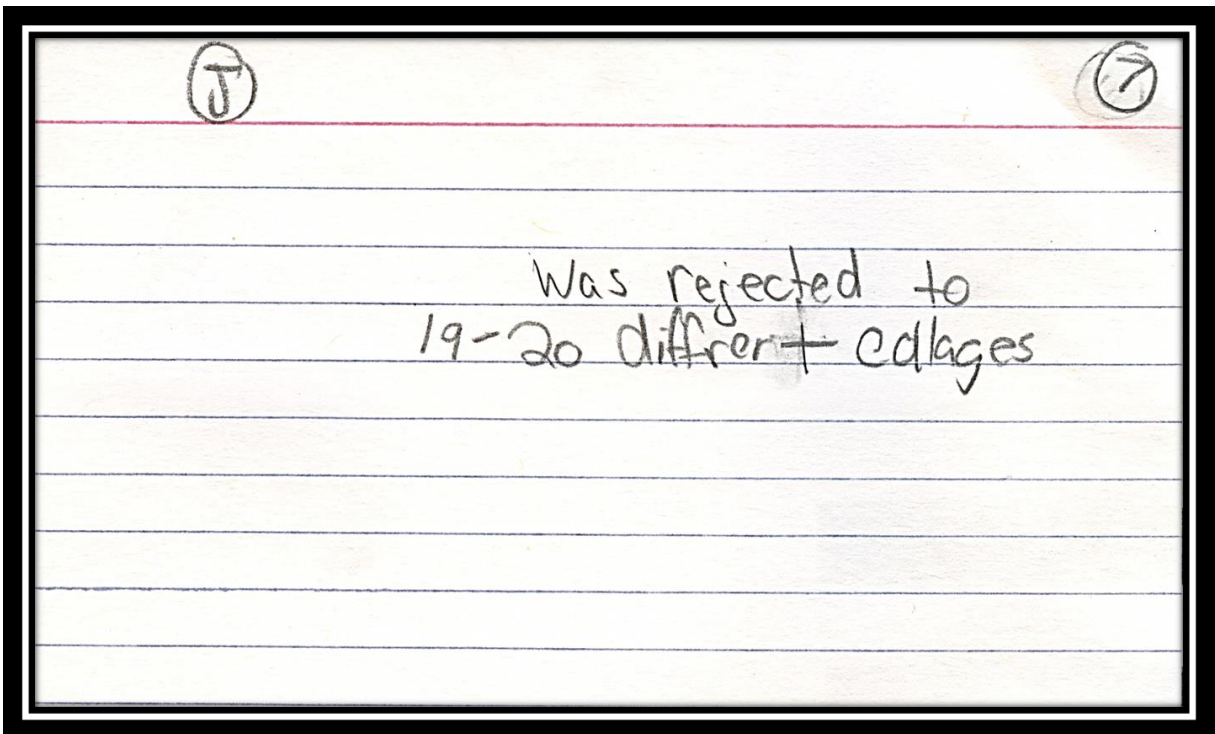


Figure 5: Fact Card

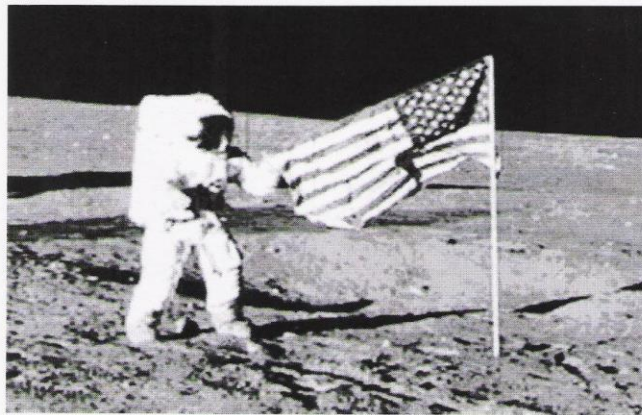
A purple lined notepad with a black border. The text is handwritten in black ink. At the top right, there is a circled number '9'. The text reads: 'Date: July 2006', 'Name: Nasa Gov', and 'url: nasa.gov'.

Figure 6 Resource card format for website

A yellow lined notepad with a black border. The text is handwritten in black ink. At the top right, there is a circled number '4'. The text reads: 'Author: Behrens June', 'Title: Sally Ride Astronaut', 'Publisher: Childrens Press Chicago', 'Place: Chicago', and 'Date: unknown'.

Figure 7 Resource card format for book

Neil Armstrong



Born 1930-date

By:

Figure 8 Student paper

Neil Armstrong stepped out of the Apollo Lunar Module and placed his left boot on the surface of the moon. "That's one small step for man, one giant leap for mankind," a voice said through television sets around the world. On July 21, 1969 Neil Armstrong walked on the moon. His whole life was spent preparing for this great moment in history.

Neil Alden Armstrong was born on August 5, 1930 on his grandfather's farm outside of Wapakoneta, Ohio. Neil was the oldest child of Stephen and Viola Armstrong. He had two younger siblings, June and Dean. Neil went to his first air show when he was two and took his first plane ride when he was six. He liked math and science, and he played baseball and football. His love for space began the first time he looked through his next door neighbor's telescope.

Neil received his pilot's license at 16. He went to Purdue University and joined the Navy. He was a pilot in the Korean War, flying 78 missions. After the war, Neil went back to college, finishing in 1955. He received his degree in aerospace engineering from USC. He married Janet Shearon in 1956 and had three children. In 1962, Neil was chosen for NASA, the National Aeronautics and Space Administration and moved to Houston, Texas.

In 1966, Neil trained for Gemini 8. In March 1966, Gemini 8 took off to dock with another satellite. Something went wrong, and it crashed into the water. Then, Neil commanded Apollo 11 to the moon! On July 21, 1969 Apollo took off to the moon.

Neil, Buzz Aldrin and Michael Collins manned the space craft. All three men landed on the moon, but only Neil and Buzz stepped on the surface of the moon. After only two and a half hours, the men returned to their shuttle. Neil, Buzz and Michael were on their way home. On Earth, Apollo crashed safely into the ocean.

For centuries, people dreamed of reaching the moon. Neil Armstrong was the first man to do this. All of his life he had been preparing for this moment. Neil will forever be known for this great accomplishment. Neil Armstrong and the American space program have been inspiration to the whole world. On the moon above Neil's footprints it says, "We came in peace for all mankind."

Bibliography

Edwards, Roberta. *Who is Neil Armstrong?* Grosset and Dunlap, New York, NY., 2008.

Nasa.gov 2010 <http://www.nasa.gov>.

Westman, Paul. *Neil Armstrong, Space Pioneer*. Lerner Publications Company,
Minneapolis, MN., 1980.

Zemlicka, Shannon. *Neil Armstrong*. Lerner Publications Company, Minneapolis,
MN ., 2003.



Figure 9 Student Timeline

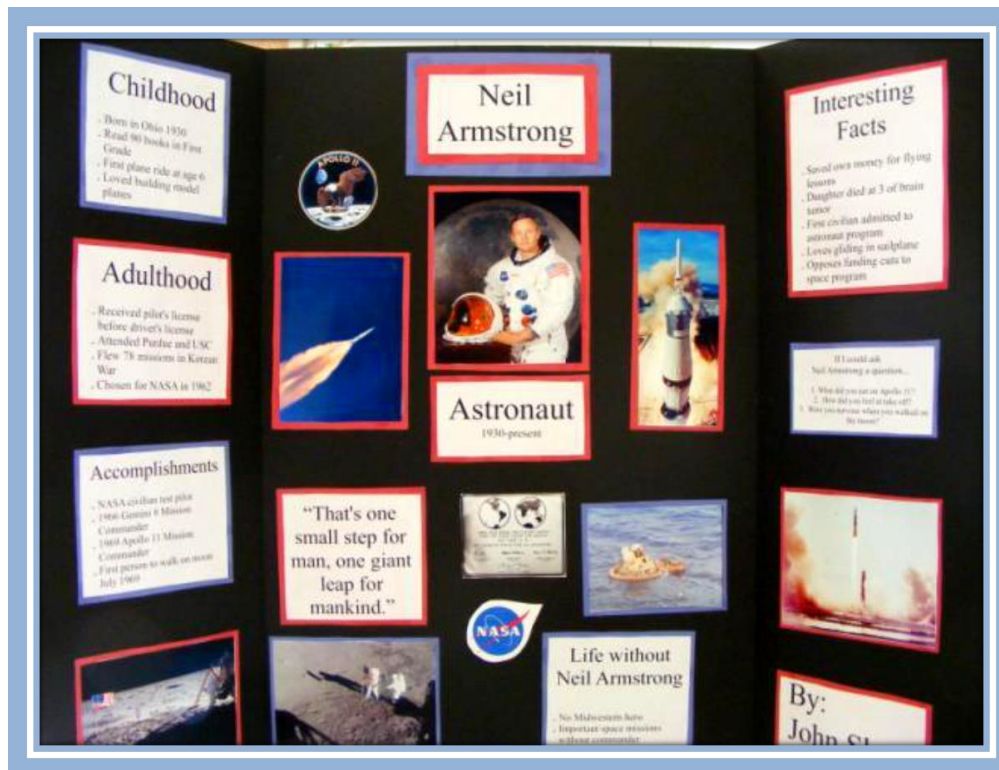


Figure 10 Student Presentation Board

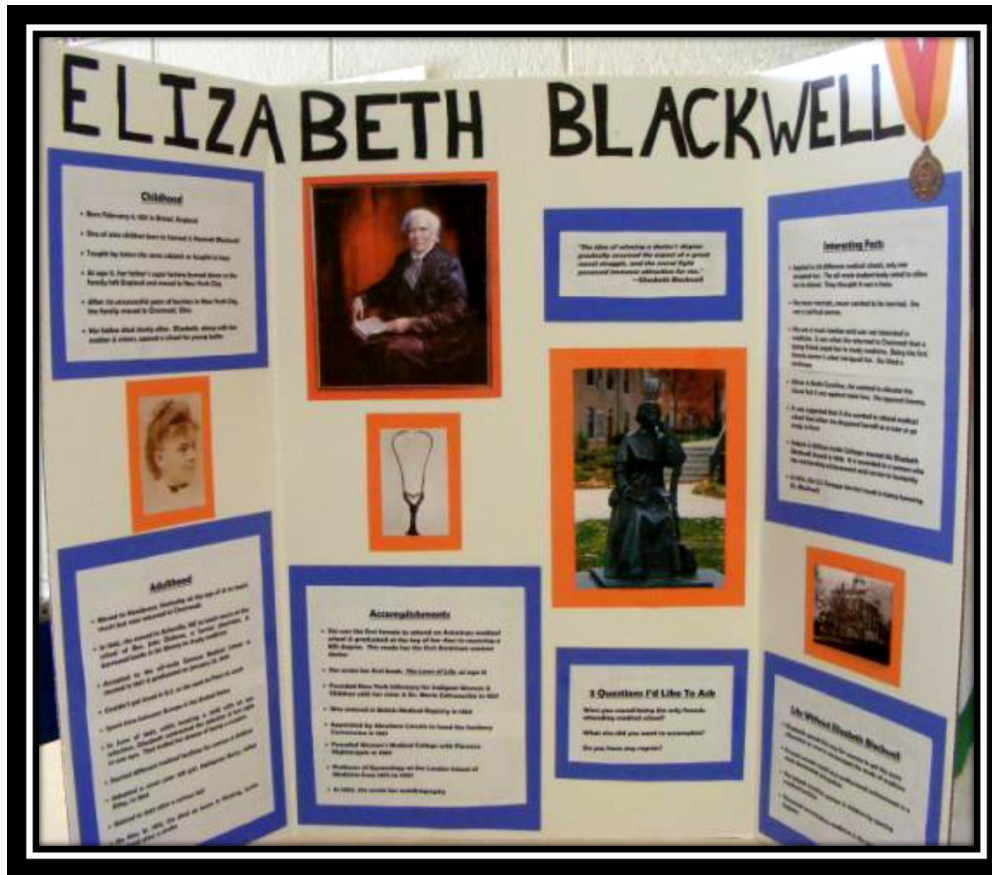


Figure 11 Student Presentation Board

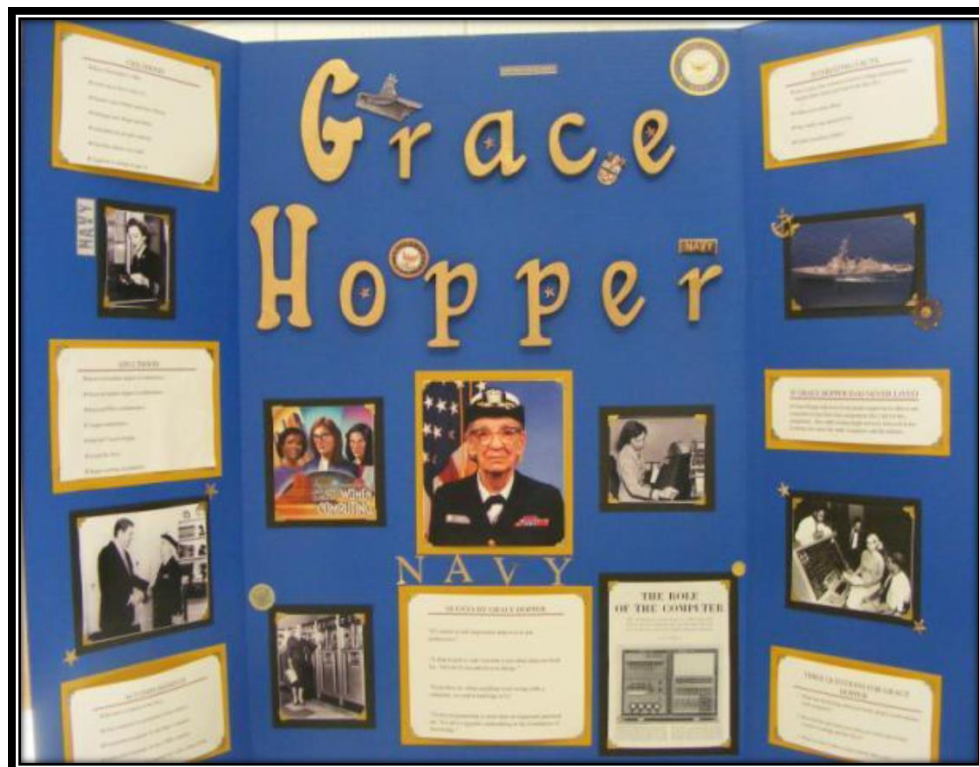


Figure 12 Student Presentation Board



Christa McAuliffe



Annie Jump Canon



Jane Goodall



Jacques Cousteau

Figure 13 Student Presenters at Night of Notables

When was he born? What was their greatest experience? Did he/she have kids?
How did he impact my life?
What was his childhood like? What was his full name? Did he/she get divorced
and when?
When did he die? Where did they live? How did they become famous?
What did he/she do? What did he explore? where did he/she live during their childhood?
Did they have any siblings? Did he/she get married? What did they look like?
What kind of scientist was he/she? Was he rich? What were his/her parents names?
How did he/she die? Who was he?
How old was he when he died?
What did they do for a living? Did they want to become a scientist when they were a kid?
If they traveled, where did he/she go? What was their favorite subject in school?
What hobbies did they have?
What school did they go to?
Was he/she poor? What did the person create? What did they do after school?
How many years did they go to school?
Was school important to them? How many years they went to college? Did he go to college?
What was their favorite color? Did their siblings become scientists also?

Figure 14 Brainstorming questions we want to answer during research

CHILDHOOD	ADULTHOOD	ACCOMPLISHMENTS
When was he born?	When did he die?	How did he impact my life?
What was his childhood like?	Did he/she have kids?	What was their greatest experience?
What was his full name?	Did he/she get divorced and when?	How did they become famous?
Where did they live?	Where did they live?	What did he explore?
Did they have any siblings?	Did he/she get married?	What did he/she do?
What did they look like?	Did he make enough money to study?	What kind of scientist was he/she?
What were his/her parents names?	How did he/she die?	What did the person create?
Did they want to become a scientist when they were a kid?	How old was he when he died?	What did they do for a living?
What hobbies did they have?	Who was he?	Did they overcome any troubles?
What school did they go to?	If they traveled, where did he/she go?	
What was their favorite subject in school?	Did he go to college?	
Was school important to them?	How many years they went to college?	
What did they do after school?	What was their favorite color?	
How many years did they go to school?	Did their siblings become scientists also?	
What was their favorite color?	Did they overcome any troubles?	
Did they overcome any troubles?		
Did anyone influence them?		

Figure 15 Categorizing questions

APPENDIX B

Parent/Student Instruction Packet

Third Grade Scientist Report

This packet is to provide guidelines for your research project. There are many steps to this research project, so make sure you read this packet carefully and follow all guidelines.

Included will be:

- Report guidelines
 - Paragraph structure
 - Bibliography structure
- Presentation Board guidelines
- Oral Presentation Guidelines
- Project and Timeline Scoring Guide
- List of guiding questions to help with research

I hope you find this helpful as you construct your project.

Dates to Note:

Childhood research and paragraph complete by: **Wednesday, April 9**

Adulthood research and paragraph complete by: **Monday, April 14**

Accomplishments research and paragraph complete by: **Friday, April 18**

Opening and Closing Paragraphs complete by: **Monday, April 21**
Paper, Scientist Trailer, and Tri-Fold Presentation board due by: **Friday, April 25**

Night of Notables: **Monday, May 2**, 6 p.m.-7 p.m. (Students will need to be here at 5: 30 to set up and have their picture taken. Guests will be admitted at 6)

Guiding Questions (You may not find answers to all of these questions; however, you will probably find answers to other questions!)

- Where and when was your person born?
- Childhood
 - a. Who were their parents?
 - b. Where did they attend school?
 - c. Did they have any hobbies?
 - d. Did they have any troubles they had to overcome? How did they solve the problems?
 - e. Where did they live?
 - f. Did anyone influence them?
- Adulthood
 - a. Where did they attend college? (or did they attend college?)
 - b. How did they get training in their field of expertise?
 - c. Did they marry? Who did they marry?
 - d. Did they have any children?
 - e. Did they have any troubles they had to overcome? How did they solve the problems?
 - f. Where did they live?
 - g. Where did they work?
 - h. Did anyone influence them? How?
- Accomplishments
 - a. What is your person best known for?
 - b. How did they become known for this?
 - c. Did they receive any awards for their work?
 - d. Did they accomplish their goal on the first try or did it take several tries to succeed?
 - e. Is their accomplishment still important today?
- Interesting Facts
 - a. Did you learn anything along the way that is not included above?
 - b. Did your person have any other accomplishments?
- Finally
 - a. What would life be like if this person had never lived?
 - b. How did you person influence the world around them?
 - c. If you could interview this person, what are 3 questions you would like to ask them?

Written Presentation

The written report will have at least 5 paragraphs. There will be an opening paragraph, a childhood paragraph, an adulthood paragraph, an accomplishment paragraph, and a closing paragraph. Reports should be typed in 14 point font; double spaced, and include a cover page and a bibliography page. These reports will be on display with the presentation boards during the Night of Notables. We will be working on writing the rough drafts during school, but students should plan on typing the final copy at home. (Parents can help type the report—but please do not do the writing for them—you can help them edit their paper, but the final report should be in their words.)

Make sure you write in complete sentences, and use correct spelling, punctuation, and capitalization. You should also make sure your report makes sense. The paper is not written in first person (you will not write the paper as your notable).

Cover Page:

- Picture of scientist
- Name of scientist
- Birth/death years
- By: Student's name

Opening Paragraph:

- An interesting first sentence that grabs the reader's attention and tells what the paper will be about. What is the **main idea** of this report? (What impact has your scientist had on our lives today? Why are they important?)
- A second sentence that tells the reader the main idea of the second (childhood) paragraph.
- A third sentence that tells the reader the main idea of the third (adulthood) paragraph.
- A fourth sentence that tells the reader the main idea of the fourth (accomplishments) paragraph.
- A final sentence that "leads" the reader into the next paragraph.

Paragraph Two:

- Topic Sentence: a general statement that introduces the scientist and his/her childhood (birth date and place)
- Supporting sentences that give the answers to the guiding questions. (at least 4 sentences)
- Final Sentence: final statement about childhood/lead into adulthood

Paragraph Three:

- Topic Sentence: a general statement about the scientist's adulthood
- Supporting sentences that give the answers to the guiding questions.(at least 4 sentences)
- Final Sentence: final statement about adulthood/lead into accomplishments

Paragraph Four:

- Topic Sentence: general statement about the major accomplishment of the scientist
- Supporting sentences that give the answers to the guiding questions. (at least 4 sentences)
- Final Sentence: final statement about accomplishment

Paragraph Five (concluding paragraph):

- Topic Sentence: A specific statement about the impact/importance of the scientist's accomplishment; Restate the main idea of the paper
- Supporting Details: Summary of the main ideas of the paper.
- A statement about what can be learned by the accomplishments/life of this person?

Bibliography:

- A bibliography page that follows the guidelines set forth on the bibliography sample page. (For third grade the important part of this section is that they know they have to tell us where they got their information and that the bibliography list is by **alphabetized** by author name.)
- Must have minimum of 3 sources

Cover page sample

Albert Einstein



Born: 1879
Died: 1955

By: John Doe

Bibliography sample page: at third grade we are simply looking for the recognition that we have to tell the reader where we got our information. Make sure the list is in alphabetical order, by author name or website name, and make it neat and organized. Kids can use a bibliography site and then copy and paste them onto the final page. The bibliography should be on its own page.

Books:

Author-last name, first name. Title of Book. Publisher, place of publication, date of publication.

Connelly, Sean. *The Life and Work of Vincent van Gogh*. Heinemann Library, Orlando, Fl., 1999.

Title of book should be italicized. Note placements of periods and commas.

Websites:

Just list the URL addresses of the websites used in alphabetical order. Just use the main part of the web address.

For instance

www.hershey.com

www.newton.ac.uk/newtlife.html

*****google, yahoo, aol, ask.com, askjeeves, etc. are not resources, these are search engines. Do not cite these as sources.**

Encyclopedias

"Article Title." Name of encyclopedia. Publisher, place of publication, date of publication.

"Toucan." The World Book Encyclopedia. World Book, Inc., Chicago, 1986.

Visual Presentation

Tri-Fold Presentation Board

The Tri-fold can be purchased at stores like Wal-Mart and IPA. They can be white or a color (it's up to you!). It can be with or without a header. The Tri-fold will be on display at the Night of Notables. **The tri-fold must be 36 inches by 48 inches.**

*****THE TRI-FOLD BOARD WILL NEED TO BE COMPLETED AT HOME—we do not have room in our classroom for students to work on them. They are welcome to type and print materials at school (although they can only print in black and white; this should be a last resort due to time and equipment constraints), but I am asking that you assemble them at home. The students will need help with these, but do not do it for them. This is a great learning opportunity to discuss how to prepare a visually appealing presentation. Encourage the kids to be creative. We will discuss in class the importance of considering balance, color, font choices, and mounting the panels. Use RUBBER CEMENT to mount everything on the board (this is better than regular glue, and if it spills—just wait until it dries and then 'roll' it off. It also does not make the papers bumpy, and if you need to remove a panel and reposition it is much easier and does not ruin the board.)**

The following items need to be on the Tri-fold:

- At least one childhood panel
- At least one adulthood panel
- At least one accomplishments panel
- At least one interesting facts panel
- A panel that tells what life would be like if this person had never lived?
- A panel that gives 3 questions you would like to ask this person?
- Timeline (*If you run out of room, you can make this separately and place on table in front of your board.*)
 - Pictures (of the person, his family, important places, invention/accomplishment, important things, etc).

- Panels and pictures should be mounted on construction paper/card stock then mounted on the presentation board
- Font styles and colors should be consistent throughout the panels and the board
- Space should be utilized—there should not be big spaces with no information, nor should panels' pictures be all scrunched up—think Balance!
- Font on panels should be large enough to be read easily from a couple of feet away (you should not have to press your nose to the board to read the information)
- You will need to use **rubber cement** to place panels/pictures on the board (**make sure you use this in a well-ventilated area!**)
- You can go to the following websites to see samples of completed boards from a science fair:
 - http://www.sciencebuddies.org/science-fair-projects/project_gallery.shtml
 - <http://school.discoveryeducation.com/sciencefaircentral/Science-Fair-Presentations/How-to-Create-a-Winning-Science-Fair-Display-Board.html>
 - this website gives helpful hints for creating a presentation; It has an interactive display that shows each part of a presentation board.
 - You can go to this website to view PowerPoint's from History Day that will show some nice presentation boards. Scroll down and click on "example of exhibit boards" in the shaded green area. You can also take a look at examples of samples from National History Day if you would like, although these are extremely elaborate presentations—not just presentation boards. They are a good way to show creativity.
 - <http://www.nhd.org/StudentProjectExamples.htm>

MAKE SURE YOU PROOFREAD ALL PANELS--YOU DO NOT WANT MISTAKES!

A "panel" is one page that gives information about one subject—ie, childhood. They can have a border/no border, be in color/b&w, etc. They may be a full page, they may be a smaller piece of paper. They should be at least 16 size font and should give the important information for that sub-topic.

Sample Panel:

CHILDHOOD

Born March 17, 1889

Grew up in Derry, Ireland

Parents were Jon and Martha McDougal

Was educated by his parents

Note that the title is a little larger than the text and that it is all the same font. This helps the board not look too busy!

Remember to be creative! While there are some common factors in the information on the board, your choice on how to present that information leaves a lot of room for creativity as you will see if you take a look at the samples on the website.

Oral Presentation:

For the Night of Notables you will dress up as your character to help you “become” your character. You will stand by your poster and visit with guests as they view your board. Remember you are not you at this point—you are your person! If you do not have a costume you may wear dress clothes. Casual clothes (ie shorts and t-shirt) are not appropriate for this presentation.

- You should practice good oral presentation skills at the Night of Notables
- Speak clearly
- Speak loud enough for your guests to hear you
- Use eye contact
- **Have information MEMORIZED—DO NOT READ THE INFORMATION**
- Practice your oral presentation at home—don’t wait until the Night of Notables to go through your presentation for the first time.
- You may bring in extra objects to represent your scientist—this can be a model/example of what they are famous for, an experiment, etc.

Digital Presentation

Finally, students will complete a trailer of their scientist in class for the Night of Notables. This part of the project focuses on how to tell about your scientist using primarily images. **THE TRAILER WILL BE DONE AT SCHOOL.**



Timeline

Name: _____

Teacher: Crowder

Date Submitted: _____

Title of Work: _____

	Criteria			Points
	2	1	0	
Documentation of Events	At least ten significant events are present. This includes date and description.	At least seven significant events are present. This includes date and description.	Less than seven significant events are present. This includes date and description.	—
Accuracy	All dates indicated on timeline are correct and are sequenced in the proper order.	At least 1 of the dates or sequences is not in the proper order.	At least 3 of the dates or sequences are not in the proper order.	—
Requirements	Goes beyond the requirements of the timeline.	Meets the requirements of the timeline.	Does not meet the requirements of the timeline.	—
Legibility	Legible handwriting, typing, or printing.	Marginally legible handwriting, typing, or printing.	Writing is not legible.	—
Illustrations	Includes pictures to accompany each event	Includes some pictures	Does not include any pictures	—
Total Points			TOTAL	

Teacher Comments:

Student Name _____

Total Points: _____

Grade: _____

Points Possible	Score	Criteria	Comments
5		Cover <ul style="list-style-type: none"> • Picture of scientist • Name of scientist • Birth/Death years • Student's name 	
10		Timeline <ul style="list-style-type: none"> • 10 important events • Illustrated 	
25		Content <ul style="list-style-type: none"> • Includes: (5 paragraphs) <ul style="list-style-type: none"> ○ Where and when scientist was born ○ Childhood information ○ Adult life ○ Contributions/accomplishments ○ Impact on others ○ Quotes and interesting information about the person ○ Paper has a logical order 	
10		Sentence Fluency <ul style="list-style-type: none"> • Sentence varies in length and structure • Is easy to understand and read • Sentences flow smoothly from word to word and sentence to sentence 	
10		Language Conventions <ul style="list-style-type: none"> • Words are spelled correctly • Correct capitalization is used • Correct punctuation is demonstrated 	
10		Bibliography <ul style="list-style-type: none"> • Used minimum three sources • Included bibliography page in paper • Is alphabetical, by author or website name 	
15		Presentation Board <ul style="list-style-type: none"> • Is well done—neat, not sloppy • Has panels <ul style="list-style-type: none"> ○ Childhood ○ Adulthood ○ Accomplishments and impact • Pictures of their person to illustrate • Has used space, color, designs well • Timeline is present 	
15		Oral Presentation <ul style="list-style-type: none"> • Memorized information—did not read • Used eye contact when visiting with "guests" • Spoke in a clear voice 	

Biography Trailer Scoring Guide

Directions: You are to create a trailer for your scientist. Remember the trailer will contain mostly graphics, with a music background. Your goal is to get your message across using graphics! The music should add to your trailer—not distract. You may use either photo story or windows movie maker to create your trailer. Don't forget: the purpose of your trailer is to create excitement about your scientist! You want other kids to watch your trailer and then rush right out and learn about him/her. Below is the scoring guide I will use for the trailer.

Characteristic	Points possible	Points awarded
Has an opening slide	5	
Content gives a brief overview of scientist; generates interest	10	
Has transitions between slides	5	
Uses a mixture of graphics and text	5	
Text is spelled correctly and follows the rules of grammar	5	
Music adds to interest and is not distracting	5	
Has a closing slide	5	
Sources for pictures have been credited	5	
Total Points	45	

APPENDIX C

Logic Models

Night of Notables An Integrated Research Project for Third Grade			
Strategies	Inputs	Outputs	Outcomes
<ul style="list-style-type: none"> • Reading strategies 	<ul style="list-style-type: none"> • Instructional delivery of strategies 	<ul style="list-style-type: none"> • Application of variety of reading strategies to meet students' individual needs 	<ul style="list-style-type: none"> • Comprehension improves as represented by Lexile scores • Increased fluency rate
<ul style="list-style-type: none"> • Research Process 	<ul style="list-style-type: none"> • Determine Instructional Methods • Planning for individual student levels and abilities 	<ul style="list-style-type: none"> • Utilize instructional level for skill development 	<ul style="list-style-type: none"> • Students will describe and implement a basic research process
<ul style="list-style-type: none"> • Writing 	<ul style="list-style-type: none"> • Variety of Instructional approaches for best practices in writing 	<ul style="list-style-type: none"> • Students write and illustrate a book • Students will publish book online 	<ul style="list-style-type: none"> • Students will share information using written and visual expression
<ul style="list-style-type: none"> • Speaking 	<ul style="list-style-type: none"> • Variety of instructional strategies for public speaking 	<ul style="list-style-type: none"> • Students complete an oral presentation for parent and student audience • Speaking skills rubric 	<ul style="list-style-type: none"> • Students will share information using oral expression • Students demonstrate age appropriate speaking skills
<ul style="list-style-type: none"> • Evaluations and Assessment -Prior to instruction, during instruction and at the completion 	<ul style="list-style-type: none"> • Scholastic Reading Inventory (SRI) 	<ul style="list-style-type: none"> • Lexile for each student prior to instruction and at the completion 	<ul style="list-style-type: none"> • Improvement in student survey mean • Increase in Lexile reading level
<ul style="list-style-type: none"> ▪ Technology 	<ul style="list-style-type: none"> ▪ Variety of instructional methods to teach media literacy and basic skills 	<ul style="list-style-type: none"> ▪ Students will create a video trailer of their notable for public presentation 	<ul style="list-style-type: none"> ▪ Improvement of technology skills ▪ Development of age appropriate media literacy skills

Night of Notables An Integrated Research Project for Third Grade			
Category	Category Expanded	Cost	Collection Process
<ul style="list-style-type: none"> • Personnel 	<ul style="list-style-type: none"> • Teacher (s) • Janitors • Student Workers 	<ul style="list-style-type: none"> • Contracted 	<ul style="list-style-type: none"> • Collection of relevant salary data, then prorate according to time involved in unit to time allotted to monthly teaching/janitorial services • Compute hourly wage spent on unit by student workers
<ul style="list-style-type: none"> • Facilities 	<ul style="list-style-type: none"> • Classroom(s) • Gymnasium 	<ul style="list-style-type: none"> • Contracted 	<ul style="list-style-type: none"> • Collection of relevant data for use of classrooms and gymnasium. Prorate utilities, use assigned value for classroom/gymnasium for appropriate time involved
<ul style="list-style-type: none"> • Equipment 	<ul style="list-style-type: none"> • Computers • Research books 	<ul style="list-style-type: none"> • Contracted 	<ul style="list-style-type: none"> • Collection of relevant data from business office/technology department • Collection of relevant data from library on cost of books
<ul style="list-style-type: none"> • Other 	<ul style="list-style-type: none"> • Copies • Testing supplies • Table cloths • Tables 	<ul style="list-style-type: none"> • Contracted 	<ul style="list-style-type: none"> • Collection of data from business office or administration regarding cost of copies and testing costs • Collection of receipts for cost of table cloths • Collection of data from business office regarding cost of tables for the performance event

DATA COLLECTION AND ANALYSIS					
WHAT	WHERE	HOW	WHO	PURPOSE	WHEN
SRI	<ul style="list-style-type: none"> • Computer lab 	<ul style="list-style-type: none"> • Whole class • Computerized, standardized test • Will utilize computer lab to access and take test 	<ul style="list-style-type: none"> • Third grade students 	<ul style="list-style-type: none"> • To determine changes in reading comprehension scores • To determine correlation between level of completion and change in comprehension 	<ul style="list-style-type: none"> • Prior to and following project • One setting each time • Test will be administered at same time of day each time
RUBRICS	<ul style="list-style-type: none"> • Private school Third grade classroom 	<ul style="list-style-type: none"> • Researcher constructed • Used to assess writing skills (paper) • Used to assess speaking skills (oral presentation) • Used to assess research skills (research folder) • Used to assess video trailer 	<ul style="list-style-type: none"> • Third grade students participating in the project 	<ul style="list-style-type: none"> • To determine student's level of completion • To compare level of completion to change in reading scores 	<ul style="list-style-type: none"> • At the conclusion of the project

FLUENCY ASSESSMENT	<ul style="list-style-type: none"> • Private school • Third grade classroom 	<ul style="list-style-type: none"> • One-on-one • In classroom or private office 	<ul style="list-style-type: none"> • Third grade students participating in the project 	<ul style="list-style-type: none"> • To determine changes in fluency rate • To determine relationship between fluency change and comprehension change • To determine relationship between level of completion and fluency change 	<ul style="list-style-type: none"> • Pre- project • Post-project
STUDENT SAMPLES	<ul style="list-style-type: none"> • Private school • Third grade classroom 	<ul style="list-style-type: none"> • Collected and coded • Will be maintained electronically with corresponding scores by the researchers • Originals will be returned to the students • Samples will consist of student products and video of oral presentation 	<ul style="list-style-type: none"> • Third grade students participating in the project 	<ul style="list-style-type: none"> • To provide field notes on level of completion of project • To demonstrate possible themes to relationship of level of completion and change in reading scores 	<ul style="list-style-type: none"> • Samples will be collected at the end of the project