

California  CCSS

SRA

FLEX
L I T E R A C Y TM



TEACHER GUIDE • The Project Experience

Plan a Playground

WRITING FOCUS
OPINION

CONTENT CONNECTION
SCIENCE

TECHNOLOGY FOCUS
SLIDE PRESENTATION



PLAN A PLAYGROUND

Elementary System

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Foldables®

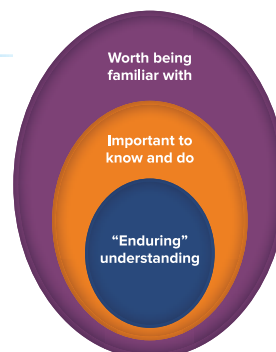
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The *SRA FLEX Literacy*™ Project Experience engages students in real-world exploration, analysis, and problem solving while developing 21st Century Skills. Throughout the fifteen-day cross-curricular project, students work independently, as a whole class, and in small-group project teams. Students think critically, communicate ideas, and collaborate with their peers.

Understanding by Design®

Each project is built upon Understanding by Design®, a framework for improving student achievement by connecting student learning to assessment goals. Desired learning outcomes and objectives are clearly defined, and instruction and assessment are aligned to support these goals. Essential questions engage students and emphasize teaching for understanding. See page 10 for the Understanding by Design® framework for this project.



Writing Instruction

Each project focuses on opinion, informative, or narrative writing and includes multiple opportunities for individual and team writing.

- Students express their thoughts informally with **Write to Reflect** prompts.
- **Writing Frames** and **Six Traits of Writing** scaffold independent writing.
- Project teams collaborate to develop written and oral presentations of research findings.

California Common Core State Standards

Each day's instruction is aligned to the California Common Core State Standards and the California Program Four Criteria. See the **Assessment Resources** or *FLEXWorks* for a complete correlation to the California Common Core State Standards.

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CCSS

Common Core State Standards

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Reading: Informational Text: Key Ideas and Details												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
Reading: Informational Text: Integration of Knowledge and Ideas												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
Writing: Text Types and Purposes												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
Writing: Language												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
Speaking and Listening: Language Acquisition												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
Speaking and Listening: Comprehension and Collaboration												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
Speaking and Listening: Presentation of Knowledge and Ideas												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

The Common Core State Standards for English Language Arts

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Assessment



Assessment Guides allow students to track progress and teachers to record scores. These scores can be reported digitally using *FLEXWorks* or they can be tracked manually. Three Assessment Guides measure student growth and progress in The Project Experience:

- **Collaboration Assessment Guide**
Assess individual and team collaboration
- **Writing Assessment Guide**
Assess individual and team writing
- **Presentation Assessment Guide**
Assess team presentations



Additional tips for supporting English Learners are provided for the teacher at point of use on the daily instruction pages.



The Connection icon indicates a relationship between the mini-lesson and an activity step.

Literacy Connections

Literacy Connections are included in each project and provide explicit instruction for all students, especially English Learners, in skills related to reading informational text, writing, speaking and listening, and language. These mini-lessons introduce and model a skill that is applied during the lesson and are aligned to the California Common Core State Standards.

Reading Connection
CCSS

Interpreting Information: Maps

Display *Interpreting Information: Maps*. Explain that a map can be used to show areas that have distinct natural features. Identify the title and the legend. Say: *This map uses different colors, lines, and illustrations to show a topographical view of the United States. Topographical refers to the natural features of the land, such as mountains, forests, rivers, prairies, and lakes.* Have students identify the title and legend.

Model making one statement that is supported by the map. Say: *Ohio's southern border is the Ohio River, which separates Ohio from Kentucky and West Virginia.* Invite students to suggest other statements about information that can be supported by the map, focusing on natural features that help create borders.

Foldables®

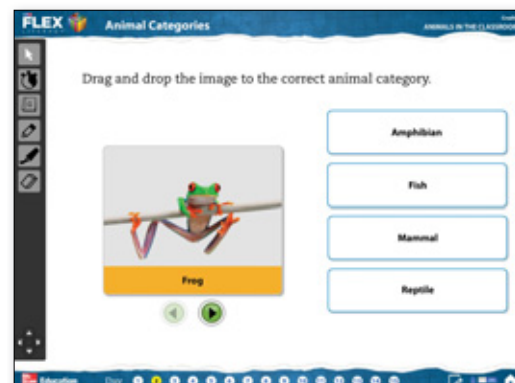
Students create Foldables® to gather research information, house academic vocabulary terms, and organize their work during the project, providing an overview of their academic achievement in a

Project Portfolio.



ePresentations

Students are engaged and motivated to participate in content-area topics through ePresentations that provide background knowledge, enhance instruction, and pique interest.



**OPINION**
WRITING FOCUS**SCIENCE**
CONTENT CONNECTION**SLIDE PRESENTATION**
TECHNOLOGY FOCUS

Students research several parts of planning a playground—playground equipment, costs, health and safety information, and the steps of planning a playground. They use this research to develop an opinion-based Playground Proposal slide presentation supported by visual images.

Essential Questions

Throughout the project, students consider the project's Essential Questions.

1. Why is it important to play?
2. Why is safety important?
3. Why is it important to conduct research before making a proposal?
4. How can adding visuals to a presentation make points clearer and more convincing?

Research Questions

Students focus on answering the following research questions to develop their playground proposal.

- What is the type of playground?
- What are some types of equipment for this playground?
- How much does this type of equipment cost?
- What are the benefits of this type of playground?
- How will this playground help people stay healthy?
- What are some safety concerns with this playground equipment?
- What steps are involved in creating a playground?
- What individuals or organizations could help you build the playground?


ACADEMIC VOCABULARY

Students learn and apply key academic vocabulary to build background knowledge and understanding of content.

- | | |
|-------------|------------|
| • budget | • persuade |
| • design | • proposal |
| • equipment | • safety |
| • estimate | • survey |

Individual Outcomes

Students show evidence of their understanding of planning playgrounds by

- creating a  Project Portfolio to collect and store project materials;
- exploring different types of playgrounds and selecting one to plan;
- using the writing process to create an opinion-based Playground Proposal supported by facts and details;
- learning and applying key academic vocabulary terms related to planning playgrounds.

Project Team Outcomes

Project teams demonstrate their understanding of planning playgrounds by

- conducting a survey to gain multiple perspectives on playground preferences;
- researching health and safety information, cost, and funding sources;
- developing a Playground Planning Chart and Playground Map;
- adding visual images, including a Playground Map, to support slide content;
- presenting a slide-supported Playground Proposal.

Content-Area Outcomes

By the end of the project students will understand that

- there are benefits to play and playgrounds;
- there are multiple steps involved in planning a playground;
- opinion writing is supported by facts and details;
- proposals can be presented and shared using a slide presentation;
- visuals can be an effective way to support a presentation.



<p>DAY 1 Engage</p> <ol style="list-style-type: none"> Create Project Portfolio FOLDABLES Build Knowledge, ▶ <i>Plan a Playground</i> video Introduce Project Explore Assessment Guide: Collaboration Discuss Project Action Plan 	<p>DAY 2 Prepare</p> <p>◀ Reading Connection Interpreting Charts</p> <ol style="list-style-type: none"> Explore Academic Vocabulary Terms FOLDABLES ▶ <i>Plan a Playground</i> video Introduce Playground Planning Chart Write to Reflect 	<p>DAY 3 Prepare</p> <p>◀ Reading Connection Consider Points of View</p> <ol style="list-style-type: none"> Create Playground Survey FOLDABLES Complete Playground Survey Introduce Opinion Speech Writing Frame Write to Reflect
<p>DAY 4 Research</p> <p>◀ Reading Connection Interpreting Information: Websites</p> <ol style="list-style-type: none"> Create Research Organizer FOLDABLES Introduce Research Log Conduct Internet Search 	<p>DAY 5 Research</p> <p>◀ Reading Connection Using Text Features</p> <ol style="list-style-type: none"> Research Playground Equipment and Cost Research Health and Safety Information Complete Playground Planning Chart <p> Week 1 Grading</p>	<p>DAY 6 Research/Write</p> <p>◀ Writing Connection Relevant Information IDEAS</p> <ol style="list-style-type: none"> Research Steps in Creating a Playground Introduce Playground Proposal Writing Frame Write to Reflect
<p>DAY 7 Write</p> <p>◀ Writing Connection Opinion Writing ORGANIZATION</p> <ol style="list-style-type: none"> Explore Writing Checklist & Assessment Guide: Opinion Writing Review Academic Vocabulary Prewrite 	<p>DAY 8 Write</p> <p>◀ Writing Connection Facts & Details IDEAS</p> <ol style="list-style-type: none"> Discuss an Essential Question Draft 	<p>DAY 9 Write</p> <p>◀ Writing Connection Strong Introductions WORD CHOICE</p> <ol style="list-style-type: none"> Discuss an Essential Question Explore Assessment Guide: Presentation Revise

- Whole Class
- Project Team
- Individual
- 🔗 Literacy Connection

DAY 10 Write	DAY 11 Write/Present
🔗 Language Connection Choose Words for Effect WORD CHOICE 1 Edit CONVENTIONS 2 Create Playground Map 🏠 Week 2 Grading	🔗 Speaking & Listening Connection Visual Information 1 Plan & Rehearse 2 Create Presentation Slides 3 Add Visuals
DAY 12 Present	DAY 13 Present
🔗 Speaking & Listening Connection Summarizing & Presenting 1 Finalize Slide Visuals 2 Plan & Rehearse	1 Finalize Slides for Presentation 2 Publish Playground Proposal 3 Finalize Presentations
DAY 14 Present	DAY 15 Reflect and Evaluate
1 Present Playground Proposal 2 Discuss an Essential Question 3 Write to Reflect	1 Review Essential Questions 2 Review Project Information Sheet 3 Write to Reflect 4 Finalize Project Portfolios 5 Wrap Up Project 🏠 Week 3 Grading

STUDENT MATERIALS

- four sheets of 11 × 17 paper per student
- one manila envelope per student
- colored card stock, poster board, or construction paper
- notebook paper
- graph paper
- pencils, pens, markers
- scissors
- glue sticks
- staplers
- rulers
- dictionaries
- calculators

INTERNET SEARCH TERMS

playground [+] types
 playground [+] design
 playground [+] equipment
 importance [+] playgrounds
 playground [+] safety [+] kids
 playground [+] accessibility
 playground [+] surface [+] material

WEBSITES

kidshealth.org/parent/firstaid_safe/outdoor/playground.html

KidsHeath provides information about children's health and playground safety information.

cpsc.gov/cpsc/pub/pubs/327.html

The US Consumer Product Safety Commission provides a playground safety checklist.

www.kaboom.org provides playground design ideas and information for how to build playgrounds.

www.creativecommons.org Creative Commons provides library of free images and videos available for use.



Stage 1 – Desired Results

Established Goals	Transfer
Common Core State Standards for English Language Arts <ul style="list-style-type: none"> • Writing • Speaking and Listening • Language • Reading: Informational Text 	<p><i>Students will be able to independently use their learning to...</i></p> <p>Project Specific Skills:</p> <ul style="list-style-type: none"> • Research types of playground equipment, costs, health and safety information, and the steps to planning a playground. • Create a proposal for a playground based on class survey information and research. • Create a slide presentation supported by visual information to share opinions. <p>SRA FLEX Literacy™ Project Experience Skills:</p> <ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions. • Write an opinion-based proposal to support a point of view with reasons and information. • Use the writing process and traits of writing to develop and strengthen writing. • Use technology to produce and publish writing and to interact and collaborate with others.
	Meaning
	<div> <div> <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Play is important for health and wellness. • Safety information should always be considered when deciding what type of playground is right for a community. • Surveys can help people gather information and understand multiple points of view. • Planning is important for creating a successful proposal. • Opinion writing uses facts and details to support an opinion. </div> <div> <p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ol style="list-style-type: none"> 1. Why is it important to play? 2. Why is safety important? 3. Why is it important to conduct research before making a proposal? 4. How can adding visuals to a presentation make your points clearer and more convincing? </div> </div>
	Acquisition
	<div> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Academic vocabulary terms: <i>budget, design, equipment, estimate, persuade, proposal, safety, survey.</i> • Why play is important for health and wellness. • Different types of playgrounds and safety information associated with them. • Characteristics of opinion writing. </div> <div> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Creating and conducting surveys and analyzing the results. • Using technology to gather and evaluate research related to a topic. • Using research to support writing about opinions. • Developing an opinion-based slide presentation supported by visual information. </div>

Stage 2 – Evidence

Code	Evaluative Criteria	Performance Tasks
CCSS Writing, Speaking and Listening, Language, and Reading Informational Texts	<p>Clear topic with supporting facts, definitions and details</p> <p>Command of grade-appropriate conventions and writing traits</p> <p>Effective collaboration and participation</p> <p>Accurate use of resources cited</p>	<p><i>Students will show their learning by...</i></p> <p>Individual Each student conducts a survey about playground preferences. They use this information to develop an opinion-based playground proposal by researching types of playground equipment, costs, health and safety information, and the steps in planning a playground. Each student will write one opinion statement based on the research they have collected.</p> <p>Project Team Each team will create a slide-supported presentation for their peer group. Each presentation will contain information about the type of playground proposed, the equipment that will be used, cost, health and safety information, and the steps to creating this playground. Each team member will have a role in the presentation. Project teams will observe the other teams' presentations and then discuss the most convincing reasons to build a playground.</p> <p>Other Evidence</p> <ul style="list-style-type: none"> • Each student will develop a Project Portfolio containing: Project Information Sheet, Project Action Plan, Multi-Tab Foldable® with academic vocabulary terms, Research Log, Research Organizer, Playground Survey, Playground Plan Chart, Playground Map, presentation slides and playground proposal, reflecting writings, and Assessment Guides. • Academic vocabulary review: whole class, teacher moderated activity

Stage 3 – Learning Plan		
Code	Learning Events	Progress Monitoring
ACQUISITION		
L.3–5.4, L.3–5.6	Create a Multi-Tab Foldable® containing academic vocabulary terms, definitions, and example sentences: <i>budget, design, equipment, estimate, persuade, proposal, safety, survey</i> .	Instructor models, guides and monitors student understanding of each literacy connection.
RI.3–5.1, RI.3–5.3, RI.3–5.6, SL.3–5.1, SL.3–5.2	Build background and activate prior knowledge by viewing the <i>Plan a Playground</i> video and discussing why play is important.	
RI.3–5.7	Understand how to identify and use text features to locate and organize information.	
RI.3–5.6	Understand and apply how to integrate information from multiple points of view to understand events or a topic.	Instructor reviews Assessment Guides with individual students and project teams during progress checks to make sure students are working toward expectations.
RI.3–5.7	Apply basic steps in interpreting website information.	
RI.3–5.7	Understand how to identify and use text features to locate and organize information on a website.	
W.3–5.8	Understand how to identify relevant information to include in opinion texts.	
W.3–5.1	Understand and identify the elements of opinion writing.	Instructor monitors students’ understanding of Essential Questions through discussion and writings on Days 8, 9, 14 and 15.
W.3–5.1	Identify facts and details and how they are used to support an opinion.	
W.3–5.1	Understand and apply the elements of strong introductions.	
L.3–5.3	Understand and apply how to choose words to create specific effect.	
SL.3–5.5	Understand and apply how to use visual information to support presentations.	Instructor evaluates student understandings of content in Write to Reflect activities.
SL.3–5.2, SL.3–5.3	Understand and apply how to summarize a text to produce an effective presentation.	
MEANING		
L.3–5.3, L.3–5.4, L.3–5.5, L.3–5.6	Apply academic vocabulary terms (<i>budget, design, equipment, estimate, persuade, proposal, safety, survey</i>) as they relate to the content of this project.	
RI.3–5.2, RI.3–5.7, RI.3–5.9, W.3–5.7, W.3–5.8	Evaluate information on websites to research planning a playground.	
RI.3–5.1, RI.3–5.9, W.3–5.1, W.3–5.4, W.3–5.5, W.3–5.8, W.3–5.10, SL.3–5.1, SL.3–5.3, L.3–5.1, L.3–5.2, L.3–5.3, L.3–5.6	Collaborate in preparing an opinion-based proposal, implementing the writing process with each section before publishing.	
RI.3–5.8, W.3–5.1, W.3–5.4, W.3–5.6, W.3–5.8, SL.3–5.1, SL.3–5.2, SL.3–5.4, SL.3–5.6, L.3–5.1, L.3–5.3, L.3–5.6	Present Playground Proposal to the class.	
SL.3–5.1, SL.3–5.2, SL.3–5.3	Observe other teams’ Playground Proposal presentations, using the information learned to engage in an informed discussion.	
W.3–5.8, W.4–5.9, SL.3–5.1, SL.3–5.3	Reflect and evaluate their understanding of the benefits of play and playgrounds based on the project’s essential questions and other teams’ Playground Proposal presentations.	
TRANSFER		
SL.3–5.1	Engage effectively in a range of collaborative discussions.	
W.3–5.1, W.3–5.4, W.4–5.9, W.3–5.10	Write opinion-based text to examine a topic and convey ideas and information clearly.	
W.3–5.1, W.3–5.4, W.3–5.5, W.3–5.10	Use the writing process and traits of writing to develop and strengthen writing.	
W.3–5.6, W.3–5.8, SL.3–5.1	Use technology to produce and publish writing and to interact and collaborate with others.	



Engage



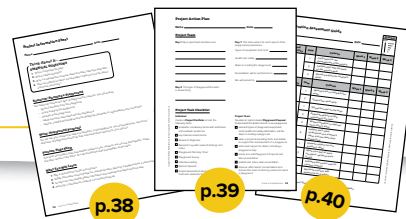
Place students in teams with a variety of language proficiency. Ensure that roles are clearly defined for students so that they understand and appreciate their own contributions to the project effort.

PREPARE FOR DAY 1

- Decide how you will organize students into project teams.
- Before beginning the project, review established classroom rules and procedures with students. Discuss how these will be implemented during the Project Experience.
- Have materials available for the creation of a **Bound Book Foldable®** for each student (p. 48).
- Make copies of the **Project Information Sheet**, **Project Action Plan**, and **Collaboration Assessment Guide** for each student.



Print copies of the Family Letter for this project, which is available on *FLEXWorks*, to send home with students on Day 1.



p.38

p.39

p.40

INDIVIDUAL



1. Create Project Portfolio

Display the *Bound Book Foldable®* instructions (p. 48). Distribute four pieces of paper and a manila envelope to each student. Have each student create a Bound Book Foldable® that will be used as a **P** Project Portfolio to collect their work during the project. Have students number the pages 1–16 beginning with the front cover.



CCSS SL.3–5.1, SL.3–5.2

WHOLE CLASS



2. Build Knowledge

Ask students what they know about playgrounds.

Display the *Plan a Playground* video, and tell students they will watch a short video about playgrounds. Ask students to listen for the reasons why playgrounds are important. Tell them you will ask them to name three benefits of playgrounds after they watch the video.



Play the video, and discuss any points of interest students noticed, including the importance of play. Have students name the three benefits of playgrounds they learned from the video. (*provide a place for kids to exercise; provide a space for people to be together outside; make the community beautiful*)

WHOLE CLASS



SL.3-5.1, SL.3-5.2

3. Introduce Project

Display and distribute copies of the **Project Information Sheet** (p. 38). Read aloud the *Essential Questions*. Tell students that they should think about these questions as they develop their project. Display *Research* and explain to students that they are going to

- research types of equipment for one type of playground
- explore the costs and benefits of developing the playground
- research safety concerns and steps to creating the playground

Next, read aloud *Write* and *Present*. Make sure students understand the writing they are going to develop and how it supports their presentation. Finally, display and read aloud *What You Will Learn*. Tell students that by the end of the project, they will understand and apply these concepts. Have students attach this sheet to page 2 of their **P** Project Portfolios.

WHOLE CLASS



SL.3-5.1, SL.3-5.2

4. Explore Assessment Guide

Display and distribute copies of the **Collaboration Assessment Guide** (p. 40). Review how project participation will be evaluated and what is expected from students on a daily basis (*Individual Responsibility* and *Team Responsibility*).

Tell students they will refer to this assessment guide throughout the project to ensure they are meeting expectations. Have students place this assessment guide in the back pocket of their **P** Project Portfolios.



PROJECT TEAM



SL.3-5.1, SL.3-5.2

5. Discuss Project Action Plan

Organize students into their project teams. Display and distribute copies of the **Project Action Plan** (p. 39). Have each team list the names of their team members on the *Project Team* section of their Project Action Plans.

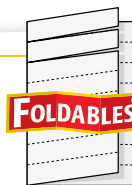
Tell students that the section of the Project Action Plan called the *Project Task Checklist* lists everything students will need to complete by the end of the project. Review the checklist with students. Students will attach this sheet to page 3 of their **P** Project Portfolios.



Have students develop a flowchart or other visual aid that details each step in the Project Action Plan. Scaffold collaborative chart-making by providing often-used vocabulary and sentence structures that students may reference.

PREPARE FOR DAY 2

- Have materials available for the creation of the **Multi-Tab Foldable®** to house the project's academic vocabulary terms (p. 48).
- Make copies of the **Playground Graphic Organizer** for each student. Cut the *Playground Planning Chart* in half along the dashed line. This chart will be distributed to students on Day 2. Store the copies of the *Playground Survey* for future use on Day 3.
- Review and prepare the Day 2 *Reading Connection • Interpreting Charts*.





Prepare

WHOLE CLASS



CCSS RI.3-5.7

Reading Connection



Interpreting Charts

Display *Interpreting Charts*. Tell students that tables and charts are often used to display information visually. Identify the title and the headings.

Say: *The title of the chart tells you what kind of information is displayed in the chart, and the headings tell you where to put the information.* Have students identify the title of the chart. (*Soccer Equipment Costs*)

Soccer Equipment Costs

Types of Equipment	Cost per Unit	Number of Units	Total Unit Cost
1. Soccer cleats	\$30.00	1	\$30.00
2. Shin guards	\$21.00	1	\$21.00
3. Soccer balls	\$14.00	2	\$28.00
Total Cost: \$79.00			

Model making one statement about information that can be gathered from the chart. Say: *One of the things you need to play soccer is soccer cleats. I know from the chart that I need one pair, and one pair costs 30 dollars.*

Guide students in making additional statements about information that can be gathered from the chart.

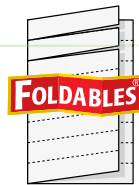
INDIVIDUAL



CCSS SL.3-5.1, L.3-5.4, L.3-5.6

1. Explore Academic Vocabulary Terms

Display the *Multi-Tab Foldable*® instructions (p. 48). Distribute one piece of paper to each student. Have each student create a Multi-Tab Foldable®.




Display the *Interactive Glossary* from the toolbar. Tell students that this project's academic vocabulary terms are *budget*, *design*, *estimate*, *equipment*, *persuade*, *proposal*, *safety*, and *survey*. Ask students to define the words they know, read the definitions, and read the example sentences.


As you review each word, have students write the academic vocabulary terms on the front tabs and the definitions inside to the right of the fold. Have students copy the example sentences from the Interactive Glossary onto the back of each tab, or compose your own as a class.

- **budget (noun):** the amount of money available for a specific purpose
The budget for the science project was \$50.




*persuade and
persuadir (verb)*

TIP:  Replay the *Plan a Playground* video from Day 1 and have students listen for these academic vocabulary terms used in context. Say: *When you hear these vocabulary words raise your thumb.*

 Help student practice academic vocabulary by reviewing definitions and example usage sentences, using words in context, reading sentences and matching words to images. Teach vocabulary directly.

- **design (verb):** to create plans that tell how something will be made
*She will **design** a garden that grows tomatoes and peppers.*
- **equipment (noun):** supplies, tools, or other objects needed for a specific purpose
*Helmets are **equipment** that keeps you safe when riding a bike.*
- **estimate (verb):** to give an idea about the value or size of something based on observations, and not on measurement
*They **estimate** that the tree is 25 feet tall.*
- **persuade (verb):** to convince someone to do or believe something
*They want to **persuade** their mother to let them stay up past their bedtime.*
- **proposal (noun):** a plan or suggestion that is presented for consideration
*The **proposal** for the new school includes a bigger library.*
- **safety (noun):** the state of being secure, free from injury or danger
*The boy ensured his **safety** by wearing a seat belt in the car.*
- **survey (verb):** to gain information about what people do or think
*The teacher will **survey** the class to find out which sports they prefer.*


Have students attach their lists to page 4 of their  Project Portfolios for reference throughout the project.



WHOLE CLASS



2. Introduce Playground Planning Chart

 SL.3–5.1


 Tell students to read the chart headings to identify where to correctly record information.



 Display and distribute the *Playground Planning Chart* (p. 44). Explain that they will use this chart to plan their presentation. Point out that the chart has areas to fill in the type of playground, types of playground equipment, and their costs. Have students attach the chart to page 8 of their  Project Portfolios.

INDIVIDUAL



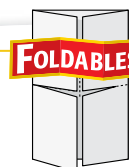
3. Write to Reflect

 RI.3–5.7, W.3–5.1

 Display the *Write to Reflect* prompt: *What is my favorite outdoor activity and why?* Have students respond on a separate sheet of paper. Have students store their writing on page 14 of their  Project Portfolios.

PREPARE FOR DAY 3

- Prepare a sample survey of playground preferences using the *Playground Survey* (p. 44) and a **Four-Door Shutterfold Foldable®** as a model for students (p. 48).
- Prepare a sample of the *Opinion Speech Writing Frame* (p. 47) as a model for students.
- Review and prepare the Day 3 *Reading Connection • Consider Points of View*.





Prepare

WHOLE CLASS



CCSS RI.3–5.6, RI.3–5.7,
SL.3–5.1

Reading Connection



Consider Points of View

Display *Consider Points of View*. Tell students that when making decisions and forming opinions, it is important to consider multiple points of view. Explain that when you consider multiple points of view, you listen to all of the points of view and then use the information you've learned to make a decision or form an opinion. Read the two points of view on the same event.

Point of View 1

Thursday will not be a good day to go hiking. The high temperature is supposed to be 35 degrees, and it might snow. Thursday would be a good day to stay indoors and read a book.

Point of View 2

Thursday will be a great day to go hiking. The high temperature is supposed to be 35 degrees. It might snow later in the day. Snow would make the trail beautiful!

Model considering both points of view to make a decision. Say: **Point of View 1 doesn't think Thursday is good for hiking since it might snow. Point of View 2 thinks the snow would be beautiful. Since I like snow, I also think Thursday would be good for hiking.** Guide students in using both points of view to make a decision or form an opinion.

INDIVIDUAL



CCSS SL.3–5.1

1. Create Playground Survey

Display the *Four-Door Shutterfold Foldable®* instructions (p. 48). Distribute one sheet of paper to each student. Have each student create a Four-Door Shutterfold Foldable®.

Distribute and display the *Playground Survey* (p. 44). Have students cut the squares along the dashed lines and attach them to the four doors. Have students attach their completed Playground Surveys to page 7 of their Project Portfolios.





PROJECT TEAM



RI.3–5.6, RI.3–5.7, W.3–5.1,
W.3–5.7, SL.3–5.1



Tell students to consider the point of view of everyone in the group as they select their playground type.

2. Complete Playground Survey

Have students open to page 7 in their **P** Project Portfolios. Tell them to think about the playgrounds in the *Plan a Playground* video or other types of playgrounds they have seen. (*fitness playground, recreation playground, natural playground, and water playground*) Then have students select four types of playgrounds and write the names in the blanks on the front of their *Playground Survey*, adding a few words of description below each.

Once they have filled in the front of their Playground Surveys, have students survey their team members, asking what their favorite type of playground is and why. Have them record the information on the inside flaps of their surveys. After the surveys are complete, have project teams review the results and collaborate to select one type of playground to focus on for the remainder of the project. Have students record the playground type in the *Project Team* section of the **Project Action Plan** (**P** Project Portfolio, p. 3).

WHOLE CLASS



RI.3–5.6, RI.3–5.7, W.3–5.1,
W.3–5.7, SL.3–5.1

3. Introduce Opinion Speech Writing Frame

Display the *Opinion Speech Writing Frame* (p. 47). Read the paragraph aloud, but do not suggest words to insert into the blanks. When you are finished, lead students in rereading the paragraphs, now discussing what students might insert into the blanks. Model completing the paragraphs with your own opinion and give the reasons that support the opinion.

INDIVIDUAL



RI.3–5.6, RI.3–5.7, W.3–5.1,
W.3–5.7

4. Write to Reflect

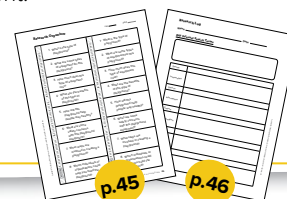
Display the *Opinion Speech Writing Frame* (p. 47). Tell students to reflect about their own opinions and individually complete each sentence on a piece of paper. Have students give specific reasons for their opinions, including relevant details. Support as needed. Have students attach this page of their writing to page 14 of their Project Portfolios.



Have students partner to discuss the prompt before writing, and then have them record their answers. Tell pairs to share with the class. Invite other students to revise answers where appropriate. Model responding and elaborating as needed.

PREPARE FOR DAY 4

- Review and prepare the Day 4 *Reading Connection* • *Interpreting Information: Websites*. Identify a few websites about playgrounds. Bookmark these to show students good examples of informative websites that can be used to gather research information.
- A **Tech Tutor** video about searching the Internet is available in the *FLEXWorks* Resource Library. This video provides an introduction to how search engines work and strategies for finding key information quickly.
- Make copies of the **Research Organizer** for each student.
- Determine how students will record their research sources. Make copies of the **Research Log** in advance or create a Research Log file for students to use electronically.





Research



WHOLE CLASS



Reading Connection

CCSS RI.3-5.7, SL.3-5.1

Interpreting Information: Websites

Display a website you selected for today's instruction. Tell students that before they use information found on the Internet, they should evaluate the websites to determine which sites are good starting points for research.

Then model asking the following evaluation questions to determine whether a website is likely to be useful:

- Is the website written so I can understand it?
- Is the information useful?
- Is the information detailed?

Discuss the answer to each question with students, and then lead them to conclude whether the website is useful.



A Tech Tutor

video about searching the Internet is available in the *FLEXWorks* Resource Library. This video provides an introduction to how search engines work and strategies for finding key information quickly.

INDIVIDUAL



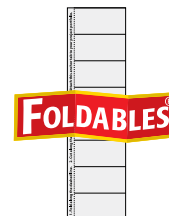
1. Create Research Organizer

CCSS SL.3-5.1

Distribute copies of the **Research Organizer** (p. 45). Have each student create a Research Organizer. Review the research questions with students.

1. What is the type of playground?
2. What are some types of equipment for this playground?
3. How much does this type of equipment cost?
4. What are the benefits of this type of playground?
5. How will this playground help people stay healthy?
6. What are some safety concerns with this playground equipment?
7. What steps are involved in creating a playground?
8. Which individuals or organizations could help you build the playground?

Explain to students that they will use this organizer to record the answers to the provided questions as they research. The answers collected will provide information for their presentations. Have students attach the organizer to page 6 of their **P** Project Portfolios.



Tell students

that research questions and information organizers are important for successful projects. Explain that questions keep research focused, while the organizer makes it easily accessible. Discuss alternative Foldables® used in the Project Experience.

WHOLE CLASS



RI.3–5.7, SL.3–5.1

2. Introduce Research Log

Distribute copies of the **Research Log** (p. 46) or show students where to access the Research Log file you saved on their computers. Explain to students the importance of keeping track of where they find information so they can credit their sources at the end of the project.

Display a website about playgrounds, model how to copy a web address to list or identify a source, and model how to record information. Model for students how to read and summarize information from the site. Point out that they can discuss information with their team to improve understanding, and discourage them from copying information they do not understand.

PROJECT TEAM



RI.3–5.7, W.3–5.7, W.3–5.8, SL.3–5.1

3. Conduct Internet Search

Brainstorm key Internet search terms with students related to playgrounds. Use suggested search terms on page 9 as a starting point or generate your own. Tell students that when they find a website they would like to return to again, they can bookmark it.

Ask students to record the key search terms on their **Research Log**. Have the project teams conduct an Internet search using the generated search terms and bookmark potentially helpful sites for research. Students will store the Research Log on page 5 of their **P** Project Portfolios.

PROGRESS CHECK While students are conducting their Internet search, check in with each team. Have them report on their progress identifying potentially helpful sites for research. Ask if students have had any difficulties; if so, have them discuss problems and brainstorm possible solutions.



Have students evaluate the websites to determine which sites are good starting points for research.



Tell students to number the paragraphs in a resource they have identified. Have them write a two-sentence summary of each paragraph and then compare and contrast these with a team member. Support as needed.

PREPARE FOR DAY 5

- Review and prepare the Day 5 *Reading Connection* • *Using Text Features*. Identify a few playground equipment websites.
- Bookmark these to show students how to use text features on the site to locate the information they need.
- Familiarize yourself with the various features of informative text that you will be modeling for students.





Research



WHOLE CLASS



RI.3-5.2, RI.3-5.5, RI.3-5.7,
RI.3-5.8, W.3-5.7, W.3-5.8,
W.3-5.9, SL.3-5.1

Reading Connection

Using Text Features

Display a website you selected for today's instruction. Tell students that as they locate websites on the Internet, they should use text features such as headings and captions, to help them locate the information they need.

Then model asking the following evaluation questions:

- What navigational features will help me find what I need?
 - Is there a search engine?
 - Is there a menu?
- What sizes of the items I need are offered? (What size do I need?)
- What features does each item have?
- What is the price range of the item?
- What do the ratings and customer comments say about the item?

Then display a new web page or website and guide students in answering the questions.



PROJECT TEAM



RI.3-5.2, RI.3-5.5, RI.3-5.7,
RI.3-5.8, W.3-5.7, W.3-5.8,
W.3-5.9, SL.3-5.1

1. Research Playground Equipment and Costs

Tell students to locate their **Research Organizer** (Project Portfolio, p. 6) and reread Questions 2 and 3. Have project teams research information about the types of equipment they might like to include in their playground and its cost. Then ask students to record the key details they find about types of playground equipment and their costs in their Research Organizer.

As they research, have students pay attention to how authors use reason and evidence to support their points. Support as needed. Prepare students to transition to research about health and safety information related to playgrounds.



Remind students that it is important to use the text features of research information in order to determine if it is useful before writing it in their Research Organizers.



PROJECT TEAM



RI.3–5.2, RI.3–5.5, RI.3–5.7,
RI.3–5.8, W.3–5.7, W.3–5.8,
W.3–5.9, SL.3–5.1



Have students use text features to determine if research information is useful before writing it in their Research Organizers.

2. Research Health and Safety Information

Tell students to locate their **Research Organizer** (P Project Portfolio, p. 6) and reread Questions 4, 5, and 6. Have project teams research the health and safety information of their playground and the equipment they would like to include. Then ask students to record the key details they find about health and safety information in their Research Organizer.

As they research, have students pay attention to how authors use reason and evidence to support their points. Support as needed.



PROJECT TEAM



RI.3–5.2, RI.3–5.5, RI.3–5.7,
RI.3–5.8, W.3–5.7, W.3–5.8,
W.3–5.9, SL.3–5.1




Ask students to describe what they have accomplished thus far, their team role, and their next steps. If students struggle to articulate their progress, help them to clarify what they should be doing. Refer to handouts as necessary to discuss expectations and approaches.

3. Complete Playground Planning Chart

Display the *Playground Planning Chart* (p. 44) and ask students to locate the *Playground Planning Chart* on page 8 of their P Project Portfolios. Have project teams use the information they gathered in their research to complete the chart with at least five types of equipment they would like to include in their playground, its health benefits, its safety concerns, and its cost.

Then have project teams calculate the total costs of the playground. Provide students calculators if needed. Support as needed throughout the calculation steps. Remind project teams to add a title to their chart.

 **PROGRESS CHECK** While students are reviewing their research and calculating their costs, check in with each team. Have them report on their progress. Ask if students have had any difficulties; if so, have them discuss problems and brainstorm possible solutions.

4. Week 1 Grading



Score each student's **Collaboration Assessment Guide**. Enter the scores into *FLEXWorks*.

PREPARE FOR DAY 6

- Prepare a sample of the *Playground Proposal Writing Frame* (p. 47) as a model for students.
- Review and prepare the Day 6 *Writing Connection • Relevant Information*.



Research/Write

WHOLE CLASS



CCSS W.3-5.1



Writing Connection

Relevant Information IDEAS

Display *Relevant Information*. Discuss the word *relevant* and its connection to *related* or other more-familiar words. Explain that relevant information is information that is related to the main idea and that good writers include only relevant information to help readers understand the main idea. Read aloud the list of information about bicycling safety.

It is important to be safe when bicycling.

- Many cities have laws requiring bicyclists to wear helmets. *(Wearing a helmet can help prevent concussions.)*
- Wearing a reflective vest when bicycling makes you more visible to cars. *(Many cities have laws requiring bicyclists to wear helmets.)*
- Some people think that wearing a helmet is not important. *(Wearing a reflective vest when bicycling makes you more visible to cars.)*
- Bicycling burns 300 calories per hour.
- Wearing a helmet can help prevent concussions.

Explain that if you wanted to write about your opinion that it is important to be safe while bicycling, you would pick the most relevant information from the list. Model selecting information to support your opinion. Say: **My opinion is that it is important to be safe while bicycling. I will include the fact, *Wearing a helmet can help prevent concussions*, because it supports my opinion.** Then guide students in selecting additional relevant information to include.



PROJECT TEAM



RI.3–5.2, RI.3–5.7, RI.3–5.8,
W.3–5.1, W.3–5.7, W.3–5.8,
W.4–5.9, SL.3–5.1

1. Research Steps in Creating a Playground

Tell students to locate their **Research Organizer** (P Project Portfolio, p. 6) and reread Questions 7 and 8. Have project teams research information about the steps involved in creating a playground and identifying individuals or organizations who might help. Then ask students to record the key details they find to the questions in their Research Organizer.

As they research, have students pay attention to how authors use reason and evidence to support their points. Support as needed.

WHOLE CLASS



W.3–5.1, W.3–5.7, W.3–5.8,
W.4–5.9, SL.3–5.1



Support students by providing a bank of words and phrases to insert in the writing frame. Identify alternative answers as students complete the frame.

2. Introduce Playground Proposal Writing Frame

Display the *Playground Proposal Writing Frame* (p. 47). Tell students that this is the format for their playground proposal and they will use this as a reference when developing their slide presentations. Read the paragraph aloud, but do not discuss the blanks at this time. When you are finished, lead students in rereading the paragraph, now discussing what students might insert in the blanks. Model for students how to complete the Playground Proposal Writing Frame.

INDIVIDUAL



W.3–5.1, W.3–5.7, W.3–5.8,
W.4–5.9



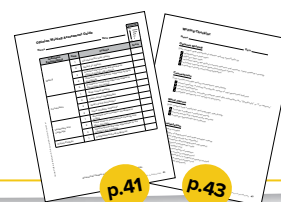
Tell students to recall relevant information from their research to include in their writing.

3. Write to Reflect

Display the *Write to Reflect* prompt: *What do you think is the biggest benefit to playgrounds? Why?* On a piece of paper, have students respond to the questions. Have students store their writing on page 14 of their **P** Project Portfolios.

PREPARE FOR DAY 7

- Make a copy of the **Opinion Writing Assessment Guide** and the **Writing Checklist** for each student.
- Review and prepare the Day 7 *Writing Connection • Opinion Writing*.





Write

WHOLE CLASS



CCSS W.3-5.1

Writing Connection



Opinion Writing ORGANIZATION

Display *Opinion Writing*. Tell students that opinion writing presents an opinion to an audience. Explain to students that opinion writing clearly states the opinion, provides facts and details to support the opinion, uses linking words and phrases, and has a strong conclusion. Read the passage aloud.

Basketball is the best sport. Millions of people all over the world play basketball. It is fun and a good workout, too. For instance, you build cardiovascular fitness as you run up and down the court. This is one reason why basketball is the best sport.

Model identifying the elements of opinion writing. Say: **The writer states his or her opinion, that basketball is the best sport, clearly in the first sentence.** Guide students in identifying the facts and details that support the opinion, linking words and phrases, and the concluding statement.

WHOLE CLASS



CCSS SL.3-5.1, SL.3-5.3

1. Explore Writing Checklist & Assessment Guide

Distribute copies of the **Writing Checklist** (p. 43) and the **Opinion Writing Assessment Guide** (p. 41). Review the Writing Checklist categories and the conventions and traits students should include in their written work.

Display the *Opinion Writing Assessment Guide* (p. 47). Review the expectations and criteria. Tell students they will refer to this assessment guide throughout the writing process as a guide to meeting expectations. Have students store their Writing Checklist and Opinion Writing Assessment Guide in the back pocket of their **P** Project Portfolios.

WHOLE CLASS



CCSS SL.3-5.1, SL.3-5.3, L.3-5.1, L.3-5.2, L.3-5.3, L.3-5.6

2. Review Academic Vocabulary

Display *Academic Vocabulary Review*. Tell students that they are going to use their knowledge of the academic vocabulary words to answer the questions. Clarify that understanding the meaning of these vocabulary words will be important when writing and presenting their proposals.

Ask: **How can you use context to help answer the questions?**

- What might you include in a *budget* for a community garden?
Ideas: money for land, gardening equipment, and seeds



Have students refer to the academic vocabulary definitions on page 4 of their **P** Project Portfolios for support.



If students have difficulty completing the academic vocabulary review, guide the class in writing a short narrative that uses the terms. Scaffold by starting a simple story that uses two of the vocabulary terms. Have students add sentences to the story until most or all terms have been used.

- If you *design* a community garden, what will it include?
Ideas: places for vegetables, flowers, a garden hose, a picnic bench
- What *equipment* would you need to create a community garden?
Ideas: shovels, hoes, a watering hose, seeds
- How could you *estimate* how much land the community garden will need? *Idea: You would decide what you want to plant.*
- How could you *persuade* people to use the community garden?
Idea: Tell them it would make the community more beautiful.
- What would you include in your *proposal* for a community garden?
Ideas: a budget, a map
- Why might you think about *safety* in planning a community garden?
Idea: You would want to make sure no one would get hurt by using gardening equipment.
- In you were planning a community garden, why might you *survey* people? *Idea: to find out what they want from a garden*



3. Prewrite



W.3–5.1, W.3–5.4, W.3–5.5,
W.3–5.8, SL.3–5.1, SL.3–5.3



Have students think about how they will state an opinion and support it with facts and details.



Tell students that prewriting is about putting thoughts onto paper before perfecting grammar, clear connections, and strong conclusions. Lead discussion of prewriting traits and how they differ from drafting, revising, and editing.

Beginning with Research Questions 2 and 3, have team members compare the information and ideas generated in their **Research Organizer** (P Project Portfolio, p. 6). Have students ask each other questions about information they have gathered and invite students to add additional information to their organizers to ensure that everyone on the team has complete and detailed information. Have teams repeat this process with Research Questions 4, 5, and 6, and then with Questions 7 and 8.

Explain to students that each team member will be responsible for creating slides for one component of the team's final slide-supported presentation. Have the teams assign each member to one aspect of the proposal. Have students open their P Project Portfolios to page 3 and record each team member's responsibility in the *Project Team* section of their **Project Action Plans**.

PROGRESS CHECK While students are prewriting, check in with each team. Have them report on their progress with prewriting. Ask if students have had any difficulties; if so, have them discuss problems and brainstorm possible solutions. Review the **Opinion Writing Assessment Guide** (p. 41) with each team to ensure they are working toward expectations.

PREPARE FOR DAY 8

- Determine how you will have students write and present their proposals: on paper, on a computer with software to create slides, or in a slideshow program displayed using an interactive whiteboard. Plan accordingly for student access to available computers.
- Review and prepare the Day 8 *Writing Connection* • *Facts & Details*.





Write

WHOLE CLASS



CCSS W.3–5.1, W.3–5.4

Writing Connection



Facts & Details

Display *Facts and Details*. Tell students that the selection is about favorite foods. Explain that it is important to support opinions with facts and details. Say: **Facts and details are pieces of information that relate to your topic and help explain your opinion.** Read the paragraph aloud.

My Favorite Foods

In my opinion, apples are the best food. Some taste tart and crunchy, while others taste soft and sweet. They are also healthy. Apples are a good source of fiber and vitamin A.

Facts and Details

healthy
tart and crunchy
soft and sweet
fiber
vitamin A

Model identifying facts and details that support the opinion and explaining why. Say: **The author says that apples are healthy. This is a fact that supports his or her opinion.** Then have students identify additional facts and details and explain how they support the opinion.



PROJECT TEAM



CCSS SL.3–5.1, SL.3–5.3

1. Discuss an Essential Question

Display the *Essential Question Pair and Share*. Have students **Pair and Share** to discuss their understanding of the importance of play and safety for three minutes. Ask how their understanding has improved based on what they learned from their research.

Have pairs share highlights of their discussion with the class, and record their comments. Discuss with students how this question relates to their proposals. Then remind them to consider this question as they write their draft.



After students have completed pairing and sharing their thoughts with the class, Have them respond to other teams' findings by adding to them. Ask respondents to provide reasoning or support for their statements.



2. Draft



W.3–5.1, W.3–5.4, W.3–5.5,
W.3–5.8, W.4–5.9, SL.3–5.1,
SL.3–5.3, L.3–5.1, L.3–5.3, L.3–5.6



Have students support their opinions with facts and details from their research as they write.



Ask students to describe what they have accomplished so far, their team roles, and their next steps. If students struggle to describe their progress, help them to clarify what they should be doing. Refer to handouts as necessary to discuss expectations.



Display the *Playground Proposal Writing Frame* (p. 47). Have each student draft their section of the proposal using the Playground Proposal Writing Frame as the basic structure for their writing, referring to their prewriting ideas and notes in their **Research Organizer** (P Project Portfolio, p. 6) as they write.

Have students ask each other questions as they collaborate with team members to develop their ideas when they need assistance. Tell students they will refer to their **Opinion Writing Assessment Guide** throughout the writing process as a guide to meeting expectations. Remind students to save their work. Support as needed.

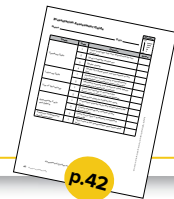
Encourage teams to use some of this time for additional research if needed. Then have teams discuss the type of visuals they will include to illustrate their slides such as clip art, videos, or digital photos they will take in the classroom.

✓ PROGRESS CHECK While students are drafting their proposal content, check in with each team. Have them report on their progress while drafting. If students have had any difficulties, have them discuss problems and brainstorm possible solutions. If necessary, suggest trying a new approach.

Review the **Opinion Writing Assessment Guide** (p. 41) with each team to ensure students are working toward expectations. Tell teams you will provide them time to continue drafting on Day 9 if needed. Discuss with each team when and how they will create or acquire the visuals for their slides.

PREPARE FOR DAY 9

- Make a copy of the **Presentation Assessment Guide** for each student.
- Review and prepare the Day 9 *Writing Connection* • *Strong Introductions*.





Write

WHOLE CLASS



CCSS W.3–5.4, W.3–5.5,
W.4–5.9,

Writing Connection



Strong Introductions **WORD CHOICE**

Display *Strong Introductions*. Tell students that an important aspect of opinion writing is to provide a strong introductory statement that will get the audience interested in your writing. Read the paragraph aloud. Then read the three introduction options that follow.

_____ Exercise helps people maintain a strong and healthy body. Exercise even helps people sleep better at night. In addition, people who exercise are more likely to have a positive outlook on life. As you can see, there are many benefits to exercise.

Possible Introductions

1. If you've ever played sports, you know there are many benefits to exercise.
2. Video games are not healthy for kids.
3. Whether you're playing outside with friends or working in your backyard, exercise is great.

Model your thought process in selecting the strongest introduction.

Say: *I won't choose Introduction 2 because it doesn't relate directly to the topic. The other two introductions are stronger.* Guide students in choosing between the remaining two options for the strongest introductory statement and support their choice with reasons.



PROJECT TEAM



CCSS SL.3–5.1, SL.3–5.5

1. Discuss an Essential Question

Display the *Essential Question Pair and Share*. Have students *Pair and Share* to discuss their understanding of why it is important to conduct research before making a proposal for three minutes. Ask how their understanding has improved based on what they learned from their research.

Have pairs share highlights of their discussion with the class. Discuss with students how this question relates to their proposals. Record student comments. Then remind them to consider this question as they revise their draft.



Brainstorm responses as a class, and record ideas. Lead students in composing a paragraph using the generated ideas. Write the paragraph, and have students copy it.

WHOLE CLASS



RI.3–5.1, SL.3–5.1, SL.3–5.5,
L.3–5.1, L.3–5.3, L.3–5.6

2. Explore Assessment Guide

Display and distribute copies of the **Presentation Assessment Guide** (p. 42). Review how the presentations will be evaluated and what is expected from students. Tell students they will refer to this assessment guide to meet expectations as they revise their Playground Proposal slide presentation and add visual support. Have students store their assessment guide in the back pocket of their **P** Project Portfolios.

PROJECT TEAM



RI.3–5.1, W.3–5.1, W.3–5.4,
W.3–5.5, W.4–5.9, SL.3–5.1,
SL.3–5.5, L.3–5.1, L.3–5.3,
L.3–5.6

3. Revise

Display the *Playground Proposal Revision Questions*. Before students begin revising in their project teams, encourage them to consider the following questions to assist their revisions and development of their visuals:

- What else does the audience need to know about this part of the playground proposal?
- Does the proposal present a clear opinion?
- Is the presentation easy to follow?
- Does the proposal make sense?
- What kind of visuals do I need to support my slide presentation?



Have students read aloud their proposals and make sure they have strong, interesting introductions.

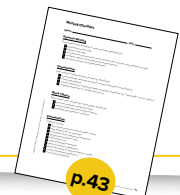
Tell students they will refer to their **Opinion Writing Assessment Guide** throughout the writing process as a guide to meeting expectations.

In their project teams, have students read aloud and revise their sections of the Playground Proposal slides. Remind students to save their work. Support as needed.

PROGRESS CHECK While teams are revising their sections of the proposal, review with each team *What You Will Learn* from the **Project Information Sheet** (p. 38) and review the **Assessment Guides** (pp. 40–42) to ensure students are working toward expectations. If teams are not finished with their slide revisions, tell them you will provide them time to continue revising on Day 10.

PREPARE FOR DAY 10

- Review the **Writing Checklist** to determine which aspects of student writing need the most improvement, and prepare to model specific conventions. Support for instruction and student practices of these conventions and literacy skills can be found in *FLEXWorks Resources* in the *CCSS Literacy eHandbook*.
- Determine how you will have students create playground maps and add them to their slides: on graph paper, on a computer with mapping software, or in a slideshow program displayed using an interactive whiteboard. Plan accordingly for student access to available computers.
- Review and prepare the Day 10 *Language Connection • Summarizing & Presenting*.





Write



WHOLE CLASS



SL.3-5.1, SL.3-5.5, L.3-5.1,
L.3-5.2, L.3-5.3, L.3-5.6

Language Connection

Choose Words for Effect WORD CHOICE

Display *Choose Words for Effect*. Tell students that one way to improve writing is to choose words that have the biggest effect on the audience. Say: **Words that are chosen for effect make the audience feel a certain way, and can make your writing more convincing.** Read the sample passage aloud. Explain that some words do not have a great effect on the reader. Model how to choose different words for effect. You can reveal the words by clicking the button on the screen.

We Need a New Library

We need a new library in our school. Our library is small. It has few books. The books are old, too. The only computers in the library are old.

We Need a New Library

We *desperately* need a new library in our school. Our library is *tiny*. It has *almost no* books. The books are *tattered*, too. The only computers in the library are *ancient*.

Model thinking aloud how the new word or words might make the audience feel a certain way. Clarify to students that this can also improve your writing. As you continue reading through the sample passage, guide students to suggest other words that create greater effect.



W.3-5.1, W.3-5.4, W.3-5.5,
SL.3-5.1, SL.3-5.5, L.3-5.1,
L.3-5.2, L.3-5.3, L.3-5.6

1. Edit CONVENTIONS

Display the *Playground Proposal Writing Frame* (p. 47) as a reference for editing. Have teams review and edit team members' slide content line by line, making sure all words are spelled correctly, punctuation is used properly, and each sentence makes sense. Have students consult reference materials, including dictionaries, to check spellings.

Have students use their **Writing Checklist** as a guide while they are editing and checking the items to confirm they have included these in their final work. Remind students to save their work and attach their Writing Checklist to page 12 of their **P** Project Portfolios. Support as needed.

✓ PROGRESS CHECK While teams are editing their slides, review the **Opinion Writing Assessment Guide** (p. 41) with each team to ensure they are working toward expectations.



Have students read aloud their slide content and determine if different words can be used in their writing to have a bigger effect on the audience.



PROJECT TEAM

W.3–5.1, W.3–5.4, SL.3–5.1,
SL.3–5.5

As you check in with project teams, ask students to summarize the information in their Research Logs, rephrasing it as they speak. Support as needed.

2. Create Playground Map

Have students use graph paper and rulers, or mapping software, to create a map of their playground to include in their Playground Proposal slide presentation. Students should show the approximate size of the playground, and where the playground equipment will be located. Encourage them to add additional elements, such as trees, to their maps. Support as needed.

Have students attach their playground maps to page 9 of their **P** Project Portfolios.

3. Week 2 Grading



Score each student's **Collaboration Assessment Guide**. Enter the scores into *FLEXWorks*.

PREPARE FOR DAY 11

- Review and prepare the Day 11 *Speaking & Listening Connection • Visual Information*. Find image websites related to types of trees and outdoor recreation. Bookmark these to show students how to select images to support content.
- A **Tech Tutor** video about slideshows is available in the *FLEXWorks* Resource Library. This video describes how slideshows are created and organized, why they are created, and how they facilitate communication. Preview the video to determine if you would like to share it with students.
- Determine what slide presentation tool students will use to design the visual support for their presentations. Ensure that you are comfortable showing basic features of this tool.
- Have all equipment and materials available for teams to add images to their slides.





Write/Present

WHOLE CLASS



SL.3-5.1, SL.3-5.2, SL.3-5.4,
SL.3-5.5, SL.3-5.6

Speaking & Listening Connection



Visual Information

Tell students that people often add visual information to support presentations. Say: **Visuals can be illustrations, photos, or videos.** Explain that adding visual information can help the audience better understand the presentation content. Say: **It is important to add visual information that supports the content, but does not distract from it.** Display *Visual Information* and read the passage aloud.

The white oak is known as one of the best shade trees in North America. Both children and adults enjoy sitting beneath its branches in the heat of the summer.

Then display the image website you have selected for today's instruction. Model your thought process in selecting an image that would support the passage's content. Then guide students in selecting other images to add and in explaining their thought process.



PROJECT TEAM



SL.3-5.1, SL.3-5.2, SL.3-5.4,
SL.3-5.5, SL.3-5.6

1. Plan & Rehearse

Have each team plan their presentation. Have teams review their slide content, summarize the information, decide how it will be displayed visually, and prepare their concluding statement. Have the teams make sure that each team member participates in the presentation in some way.



Have teams write collaboratively about the pros and cons of their presentation, either in prose or in a two-column chart. Review responses, and prepare to support as needed.



PROJECT TEAM



W.3–5.1, SL.3–5.1,
SL.3–5.2, SL.3–5.4,
SL.3–5.5, SL.3–5.6

2. Create Presentation Slides

Display *Sample Slides*. Discuss how the sample presentation slides show the required contents for each slide. As you show the sample slides, explain:

- Slide 1: Contains the name of the team's type of playground and the names of the team members.
- Slide 2: Provides an image and 5–10 words that describe the type of equipment that will be at the playground.
- Slide 3: Provides an image and 5–10 words that describe the estimated costs and the total budget needed.
- Slide 4: Provides an image and 5–10 words that describe the health benefits and safety concerns of the playground.
- Slide 5: Provides an image and 5–10 words that describe the steps of planning a playground.

Remind students that each presentation should be about five minutes long. Tell them to use information from their Project Portfolios to create five slides that contain visuals and text. Keep *Sample Slides* displayed for reference. Have teams group themselves at a computer. Guide them in opening, naming, and saving a slide file. Clarify that students will have more time on Day 12 to finish their slides.



PROJECT TEAM



W.3–5.1, SL.3–5.1,
SL.3–5.2, SL.3–5.4,
SL.3–5.5, SL.3–5.6

3. Add Visuals

Discuss how slides often use visual information, such as illustrations, photographs, or videos, to support the audience's understanding of the topic. Have project teams create and locate visual information to add to their slides. Support as needed. Tell students that will have additional time to add visuals to their slides on Day 12.

PROGRESS CHECK While teams are adding visual information, review the **Presentation Assessment Guide** (p. 42) with each team to ensure they are working toward expectations.



Have students think about how they can add visual support to help the audience better understand their presentation.

PREPARE FOR DAY 12

- Review and prepare the Day 12 *Speaking & Listening Connection • Listening & Summarizing*. Identify an educational or outdoor-fitness website. Bookmark the site and prepare to summarize the main ideas and supporting details.
- Review the team slides and check for issues that will make the slides difficult for others to read or understand. Provide feedback so that students can address these issues.
- Have all equipment and materials available for any last-minute revisions to the visuals. Make sure you are familiar with how to use the slide software or any additional technology.





Present



WHOLE CLASS



Speaking & Listening Connection

Summarizing & Presenting

Display the website you selected for today's instruction. Explain that good presentation skills involve summarizing the main ideas and supporting details, rather than reading word for word what is displayed to the audience.

Model how to summarize the website by identifying the main idea and supporting details of a paragraph. Then model how to present the website's information without reading word for word.

Guide students in practicing presenting the website in their own words.

CCSS SL.3-5.1, SL.3-5.2, SL.3-5.3, SL.3-5.4, SL.3-5.5, SL.3-5.6



To help students practice summarizing, ask individual students to summarize information from their Research Logs.



1. Finalize Slide Visuals

Have project teams finish locating and adding visuals to their slides. Tell students to think critically about visuals and only include the ones that will add to, and not distract from, their presentations. Support as needed.

✓ PROGRESS CHECK While teams are adding visual information, review the **Opinion Writing Assessment Guide** (p. 41) with each team to ensure they are working toward expectations.

CCSS W.3-5.1, SL.3-5.1, SL.3-5.2, SL.3-5.3, SL.3-5.4, SL.3-5.5, SL.3-5.6



2. Plan & Rehearse

Have each team plan their presentation. Have teams review their proposal content, summarize the information, decide how it will be displayed visually, and prepare their concluding statement. Have the teams make sure that each team member participates in the presentation in some way.

✓ PROGRESS CHECK While teams are completing their slides, review the **Presentation Assessment Guide** (p. 42) with each team to ensure they are working toward expectations.

CCSS W.3-5.1, SL.3-5.1, SL.3-5.2, SL.3-5.3, SL.3-5.4, SL.3-5.5, SL.3-5.6



Have students summarize the main ideas and supporting details of their slides, rather than reading word for word what is displayed to the audience.

PREPARE FOR DAY 13

- Review slide presentations and check for issues that will make the slides difficult to read or understand. Provide feedback so that students can address these issues.
- Have all equipment and materials available for any last-minute revisions.





ePresentation



Project Portfolio

Present



PROJECT TEAM



W.3-5.1, W.3-5.4, W.3-5.6,
SL.3-5.1, SL.3-5.5, L.3-5.1,
L.3-5.2, L.3-5.3, L.3-5.6

1. Finalize Slides for Presentation

Have project teams finalize the slides for their presentations. Then have teams display their slides to ensure that all slides display correctly. Have students print the final slides and attach them to pages 9 and 10 of their **P** Project Portfolios.



PROGRESS CHECK While teams are completing their slides, review the **Presentation Assessment Guide** (p. 42) with each team to ensure they are working toward expectations.



PROJECT TEAM



W.3-5.1, W.3-5.4, W.3-5.6,
SL.3-5.1, SL.3-5.5

2. Publish Playground Proposal

Have students finalize their Playground Proposals. Have students attach their final written proposals to page 13 of their **P** Project Portfolios.



PROJECT TEAM



W.3-5.1, W.3-5.4, W.3-5.6,
SL.3-5.1, SL.3-5.5

3. Finalize Presentations

Have project teams rehearse their presentation; display the slides to support their presentation; summarize their proposal information about costs, health benefits, and safety concerns; steps to create the playground; and provide a concluding statement.

Remind teams that every team member should have a role in the presentation and encourage them to make final adjustments and corrections to their presentations. Support as needed.



Since some EL students lack fluency, they may not perform well in roles in which they are responsible for large blocks of writing or speaking. If an EL student is in a role in which she is unlikely to perform well, intervene with the team to reassign responsibilities.

PREPARE FOR DAY 14

Ensure that each team's slide presentation is functioning properly.



Present

WHOLE CLASS



CCSS SL.3-5.1, SL.3-5.2, SL.3-5.3, SL.3-5.4, SL.3-5.6

1. Present Playground Proposal

Tell students the order in which their teams will present.

Have each project team present to their peer group as they rehearsed it on Day 13—have them display their slides to support their presentation; provide factual information about the type of playground they are proposing; playground equipment costs, health benefits and safety issues, and the steps to creating a playground; and a concluding statement.



CCSS SL.3-5.1, SL.3-5.2, SL.3-5.3, SL.3-5.4, SL.3-5.6

2. Discuss an Essential Question

After the presentations, discuss with students how the presentations helped them think about the project's Essential Questions (p. 38). Have students *Pair and Share* to discuss the most convincing reasons to build a playground. Ask how their understanding of the Essential Questions has improved based on what they learned from observing the presentations.

INDIVIDUAL



CCSS W.3-5.1, W.3-5.4, W.3-5.6, W.3-5.8, W.4-5.9

3. Write to Reflect

Display the *Write to Reflect* prompt: *How has another team's presentation helped you answer:*

- *Why is it important to play?*
- *Why is safety important?*

On a piece of paper, have students write one example of how another team's presentation helped answer these Essential Questions. Have students store their writing on page 14 of their Project Portfolios.



Have students provide feedback on presentations. Ensure that team members practice constructive feedback. Use the following question as a prompt, or create your own: What would you change?

Response frame:
Before making the presentation,
instead of _____, I would _____
because _____.

PREPARE FOR DAY 15

Determine what students need to complete their Project Portfolios.





Reflect & Evaluate

WHOLE CLASS



1. Review Essential Questions

CCSS W.3–5.8, W.4–5.9,
W.3–5.10, SL.3–5.1



Brainstorm potential responses as a class, and write ideas on the board. Guide students in composing a paragraph using the generated ideas.

- Display and discuss the *Essential Questions* (p. 38).
1. Why is it important to play?
 2. Why is safety important?
 3. Why is it important to conduct research before making a proposal?
 4. How can adding visuals to a presentation make your points clearer and more convincing?

Have students describe how thinking about these questions helped them and store their responses on page 14 of their **P** Project Portfolios.

WHOLE CLASS



2. Review Project Information Sheet

CCSS W.3–5.8, W.4–5.9,
W.3–5.10, SL.3–5.1

- Display *What You Will Learn* (p. 38) and review each item with students.
- Play is important for health and wellness.
 - Safety information should always be considered when planning a playground for a community.
 - Surveys can help people gather information and understand multiple points of view.
 - Planning is important for creating a successful proposal.

Lead students in discussing the most difficult parts and the easiest parts of the project, as well as what they might do differently next time.

INDIVIDUAL



3. Write to Reflect

CCSS W.3–5.8, W.4–5.9,
W.3–5.10, SL.3–5.1

Display the *Write to Reflect* prompt: **What interest you about this topic that you may want to research further?** Have students record their responses and store their writing on page 14 of their **P** Project Portfolios.

INDIVIDUAL



4. Finalize Project Portfolios

CCSS W.3–5.8, W.4–5.9,
W.3–5.10, SL.3–5.1

If students have materials they have not placed in their **P** Project Portfolios, have them do so now. Collect students' **P** Project Portfolios.

WHOLE CLASS



5. Wrap Up Project

CCSS W.3–5.8, W.4–5.9,
W.3–5.10, SL.3–5.1

Display *Plan a Playground*. Ask the class to decide which reasons for creating a playground are most convincing. Tally responses.

6. Week 3 Grading

Collect students' **P** Project Portfolios.



Score each student's **Collaboration Assessment Guide**, **Writing Assessment Guide**, and **Presentation Assessment Guide**. Enter the scores into *FLEXWorks*. After grading, return materials to students, and remind them to keep them in their year-long organizers.

Project Information Sheet

Name _____ Date _____

Think About It...

ESSENTIAL QUESTIONS

1. Why is it important to play?
2. Why is safety important?
3. Why is it important to conduct research before making a proposal?
4. How can adding visuals to a presentation make your points clearer and more convincing?

Research: Planning a Playground

Your team will choose one type of playground to research. You will explore

- types of equipment for the playground
- cost of building the playground
- benefits of the playground
- safety concerns associated with the playground
- steps to creating the playground and identifying individuals or organizations who could help

Write: Playground Proposal

You will use your research to write a proposal for a new playground. You will present your opinion for what kind of playground should be built, and present the reasons for your opinion.

Present: Slide Show

Your team will create a slide presentation based on your research. You will use photographs, charts, and other visuals in the slides. You will present the slide presentation to the class.

What You Will Learn

1. Play is important for health and wellness.
2. Safety information should always be considered when planning a playground for a community.
3. Surveys can help people gather information and understand multiple points of view.
4. Planning is important for creating a successful proposal.

Project Action Plan

Name _____ Date _____

Project Team

Day 1 My project team members are:

Day 7 The slide writers for each aspect of the playground proposal are:

Types of equipment and costs _____

Health and safety _____

Steps in creating the playground _____

Presentation will be performed on _____

We will present to _____

Day 3 The type of playground the team is researching:

Project Task Checklist

Individual

Create a **Project Portfolio** to hold the following items:

- ☐ academic vocabulary terms with definitions and example sentences
- ☐ key Internet search terms
- ☐ Research Organizer
- ☐ Research Log with research findings and notes
- ☐ Playground Planning Chart
- ☐ Playground Survey
- ☐ reflective writing
- ☐ Opinion Speech
- ☐ Project Assessment Guides and other handouts related to the project

Project Team

Develop an opinion-based **Playground Proposal** that presents the team's idea for a new playground.

- ☐ research types of playground equipment, costs, health and safety information, and the steps in creating a playground
- ☐ write a proposal providing facts and details to support the development of a playground
- ☐ add visual support to slides, including a playground map
- ☐ revise and edit Playground Proposal and slide presentation
- ☐ publish and share slide presentation
- ☐ observe other teams' presentations and discuss the most convincing reasons to build a playground

Collaboration Assessment Guide

Name _____ Date _____

Scoring	
High	★★★★★
↑	★★★★
	★★★
	★★
	★
Low	

Individual Responsibility	Item	Criteria	Week 1	Week 2	Week 3
Collaboration	1	Contributed to the development of the project			
	2	Collaborated with the team on the project work			
	3	Showed respect for another's ideas			
Team Responsibility	Item	Criteria	Week 1	Week 2	Week 3
Collaboration	1	Worked hard to complete the work			
	2	Shared the work fairly			
Comprehension	1	Stayed focused on the topic			
	2	Asked questions to help understand the topic			
	3	Worked together to improve each other's ideas			
	4	Helped each other understand one another's ideas and the ideas they researched			
Respect for People and Ideas	1	Showed respect for one another's ideas			
	2	Made sure that all team members' opinions were heard			
Conflict Resolution	1	Followed discussion rules to resolve conflicts			
	2	Resolved conflicts with respect for all involved			

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Assessment Guides are available for printing on *FLEXWorks*.

Opinion Writing Assessment Guide

Name _____ Date _____

Scoring	
High	★★★★★
↑	★★★★
	★★★
	★★
	★
Low	

Individual Responsibility	Item	Criteria	Score
Writing	1	Introduced the topic clearly	
	2	Stated an opinion	
	3	Included linking words and phrases to connect opinion and reasons	
	4	Provided reasons that are supported by facts and details	
	5	Provided a concluding statement related to the opinion presented	
Conventions	1	Used correct spelling	
	2	Used correct capitalization	
	3	Used correct punctuation	
	4	Used complete sentences	
Vocabulary and Language	1	Accurately used academic vocabulary in writing	
	2	Used words to communicate meaning and ideas precisely	
	3	Used language that was appropriate to the situation and audience	
Project Portfolio	1	Completed and well organized	

Presentation Assessment Guide

Name _____ Date _____

Scoring	
High	★★★★★
↑	★★★★
	★★★
	★★
	★
Low	

Team	Item	Criteria	Score
Speaking Skills	1	Used language that was appropriate for the audience	
	2	Used complete sentences	
	3	Spoke clearly	
	4	Spoke at a good pace, not too slowly or too fast	
Listening Skills	1	Paraphrased, summarized, and explained information presented in diverse formats	
	2	Identified reasons and evidence other teams provided to support their points	
Use of Technology	1	Used technology to enhance the development of main ideas or themes	
	2	Used technology to publish the work	
Appropriate Facts and Details	1	Presented relevant facts and details about the topic	
	2	Clearly explained the content of the presentation	
	3	Used the project's academic vocabulary correctly	
Evidence of Rehearsal and Preparation	1	Had a role in the presentation and knew what to do	

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Assessment Guides are available for printing on *FLEXWorks*.

Writing Checklist

Name _____ Date _____

Opinion Writing

Slide content uses elements of opinion writing, specifically by:

- ☐ establishing a clear topic
- ☐ stating a clear topic
- ☐ including linking words that connect opinions and reasons, using commas correctly
- ☐ including reasons and evidence that support opinion
- ☐ providing a strong concluding statement

Conventions

Slide content includes writing conventions, specifically:

- ☐ correct spelling, including the specific names of equipment and features
- ☐ correct capitalization
- ☐ correct punctuation, including commas used after intensifiers like “Specifically” or “For instance”
- ☐ complete sentences in a variety of structures

Word Choice

Slide content uses vocabulary and language, specifically:

- ☐ accurate academic vocabulary words
- ☐ precise words that communicate meaning
- ☐ language appropriate for audience

Presentation

Proposal includes:

- ☐ type of playground and team member names
- ☐ why playgrounds are important
- ☐ information about playground equipment
- ☐ playground equipment costs
- ☐ total budget cost
- ☐ health and safety information
- ☐ steps to creating a playground
- ☐ visual information to support proposal content
- ☐ a map of proposed playground
- ☐ a concluding statement

Playground Graphic Organizer

Name _____ Date _____

Playground Planning Chart

Playground Planning Chart for _____

Types of Equipment	Health Benefits	Safety Concerns	Cost Per Unit	Number of Units	Total Cost
1.					
2.					
3.					
4.					
5.					
Total Cost Estimate:					

Playground Survey

Playground 1: _____	Playground 2: _____
Description: _____	Description: _____
_____	_____
_____	_____
_____	_____
Playground 3: _____	Playground 4: _____
Description: _____	Description: _____
_____	_____
_____	_____
_____	_____

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Research Organizer

cut _____ fold

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FOLDABLES 1. Fold along the dashed line. 2. Cut along the solid lines to the fold. 3. Attach this anchor tab to your Project Portfolio.	1. What is the type of playground?	FOLDABLES 1. Fold along the dashed line. 2. Cut along the solid lines to the fold. 3. Attach this anchor tab to your Project Portfolio.	1. What is the type of playground?
	2. What are some types of equipment for this playground?		2. What are some types of equipment for this playground?
	3. How much does this type of equipment cost?		3. How much does this type of equipment cost?
	4. What are the benefits of this type of playground?		4. What are the benefits of this type of playground?
	5. How will this playground help people stay healthy?		5. How will this playground help people stay healthy?
	6. What are some safety concerns with this playground equipment?		6. What are some safety concerns with this playground equipment?
	7. What steps are involved in creating a playground?		7. What steps are involved in creating a playground?
	8. Which individuals or organizations could help you build the playground?		8. Which individuals or organizations could help you build the playground?

Research Log

Name _____ Date _____

Key Internet Search Terms

Source	
Information	
Source	
Information	
Source	
Information	
Source	
Information	
Source	
Information	

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Writing Frames

Opinion Speech

My favorite type of playground equipment is _____.

I like _____ because _____ and _____.

I think we should have this at our playground because _____.

Also, _____.

In conclusion, _____.

Playground Proposal

Title (name of Playground Proposal) _____

Playgrounds are important because _____.

We propose to create a _____.

We want to create this because _____.

The equipment we want to include is _____.

We estimate that the costs will be _____.

We would need a total budget of _____.

The health benefits of this playground are _____.

Specifically, _____.

Some safety concerns with this playground are _____.

For instance, _____.

To create this playground, we will need to _____.

_____ might be able to help us create the playground by _____.

In conclusion, _____.

DAY 1 Bound Book (Project Portfolio)

Materials: four sheets of 11×17 paper and one manila envelope per student, scissors, glue sticks

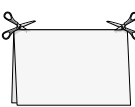
1. Fold four sheets of paper separately like hamburgers. Stack the papers on top of each other.



2. Mark all pages along the folded edge 1" from the outer edges.



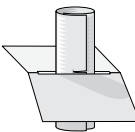
3. On three of the sheets, cut in along the fold 1" from the edge to the marked spots.



4. On the fourth sheet, start at one of the marked spots, and cut the fold (or "shave it off") between the two marks.



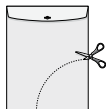
5. Take the cut sheets from Step 3, unfold them, and roll them like a burrito. The cuts should be in the center of the burrito. Place the burrito through the cut in the fourth sheet, and open the burrito, aligning the cuts at the fold.



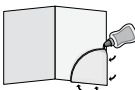
6. Fold the bound pages in half to form a book.



7. Fold a manila envelope like a hamburger. Cut below the fold to create a triangular or rounded pocket.



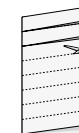
8. Attach to the inside back cover with the opening facing the fold with the right edge hanging off 1/4".



DAY 2 Multi-Tab

Materials: one sheet of 8.5×11 paper per student, scissors

1. Fold one piece of paper in half like a hotdog.
2. Then fold again like a hamburger.
3. Fold (hamburger direction) two more times so that it is divided into eight rows when opened up flat.
4. Refold like a hotdog.
5. On the front side of the paper (with the fold to the top), cut each of the eight rows to the top fold. Do not cut the back side of the paper.



DAY 3 Four-Door Shutterfold

Materials: one sheet of 8.5×11 paper per student, scissors

1. Begin as if you were going to fold a paper hamburger style, but instead of creasing the paper in the middle, just make a small pinch to mark the midpoint.
2. Fold the outside edges of the paper in to the midpoint, forming two equal "doors."
3. Fold the entire booklet hamburger style.
4. Cut along the newest fold on the two front flaps to make four doors.

