

P R O J E C T C A L E N D A R

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Project: Lake Lavon Alive!

Time Frame: 3 weeks

M O N D A Y

T U E S D A Y

W E D N E S D A Y

T H U R S D A Y

F R I D A Y

P R O J E C T W E E K O N E

Notes: Introduction of project, field skills, field trip, testing

Entry Document (Request for Information)
Generate Know & Need to Know list (*on the white board*)
Provide list of helpful websites
Provide rubric
Allow groups to self-assign topic choices
Students will brain storm ways to conduct research.
Conduct initial research
Assist students by posing questions, keeping students on task, and providing support where necessary.

Exit ticket: 3 x 5 card with 3 relevant questions about project.

Talk about issues brought up by previous days exit ticket.
Revisit Know / Need to Knows.
Discuss research from Day 1.
Workshop: Acquiring Field Skills (Carolina Biological – Ecology Field Kits)
In class practice using a scavenger hunt.

Exit ticket: Turn in completed scavenger hunt exercise.

Return papers.
Revisit Know / Need to Knows.
Field Trip to Lake Lavon.
Parks department personnel talk about the wildlife and special needs of the lake community in the field.
(Carolina Biological – Ecology Field Kits)
Review field experience checklists so students can stay on task.
Constant supervision/constant formative assessment.
Collect water and soil samples.
Map locations where samples were taken.
Take pictures and make drawings of the area.
Turn in all samples along with field experience checklists and field notes.

Return papers.
Revisit Know / Need to Knows.
Discuss events of the field trip.
Run through findings from the field notes.
Examine contents of lake water under microscope.
Sketch findings and attempt identification of organisms.
Water testing lab.
(Carolina Biological – Water Quality Test Kit)
Constant supervision/constant formative assessment.
Exit ticket: Completed microscope lab.

Return papers.
Revisit Know / Need to Knows.
Discuss findings from the microscope lab and the water testing lab.
Compare group findings with water testing and compare locations.

Soil testing lab.
(Carolina Biological – Rapitest Soil Test Kit)
Constant supervision/constant formative assessment.
Exit ticket: Completed water and soil labs.

P R O J E C T W E E K T W O

Notes: Workshops, field trip, testing, discussions

Quiz: Water lab
Return papers
Revisit Know / Need to Knows.
Workshop: How do contaminants get in the lake?
Constant supervision/constant formative assessment.
Exit ticket: 3 x 5 card with 3 relevant questions about workshop.

Quiz: Soil lab
Discuss questions about previous day.
Revisit Know / Need to Knows.
Workshop: What organisms are in the lake community and how does changes in water level and contaminant load affect those populations?
Constant supervision/constant formative assessment.
Exit ticket: 3 x 5 card with 3 relevant questions about workshop.

Discuss questions about previous day.
Revisit Know / Need to Knows.
Field Trip
Collect water and soil samples.
Use map locations where samples were taken during the first field trip.
Take pictures and make drawings of the area.
Take samples of vegetation, insects, and trash found.
Turn in all samples along with field e
Constant supervision/constant formative assessment.xperience checklists and field notes.

Return papers.
Revisit Know / Need to Knows.
Discuss events of the field trip.
Run through findings from the field notes.
Water testing lab.
(Carolina Biological – Water Quality Test Kit)
Soil testing lab.
(Carolina Biological – Rapitest Soil Test Kit)
Constant supervision/constant formative assessment.
Exit ticket: Completed water and soil labs.

Return papers.
Revisit Know / Need to Knows.
Group discussions: Projects
Whole class discussion: review rubrics, review data, review concepts.

Workday.

Constant supervision/constant formative assessment.

By end of day: data graphs and charts

Reminder>>> Reports due in 7 days!

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

PROJECT WEEK THREE

Notes: **Workdays, Presentations, Unit Exam**

<p>Progress checks. Revisit Know / Need to Knows.</p> <p>Workday.</p> <p>Constant supervision/constant formative assessment.</p> <p>By end of day: data graphs and charts incorporated into presentation, presentation outlines.</p>	<p>Progress checks. Revisit Know / Need to Knows.</p> <p>Workday.</p> <p>Constant supervision/constant formative assessment.</p> <p>Exit ticket: Completed pamphlets.</p>	<p>Progress checks. Revisit Know / Need to Knows.</p> <p>Workday.</p> <p>Constant supervision/constant formative assessment.</p> <p>By end of day: Presentation rehearsals.</p> <p>Submit presentations electronically.</p>	<p>Presentations: Wylie Mayor, City Council members, Parks department representatives, and community leaders panel to jury the projects in the classroom.</p> <p>Discussions to close project.</p> <p>Kudos!</p> <p>Turn in reports.</p> <p>Exam review.</p>	<p>Report review. Unit exam.</p>
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