**Young Child – Topic Extensions Project**

**Directions:**

1. Ms. Ericsson has a list of topics you must pick from. Each student will draw a number which will determine when they can sign up for their topic. **Choose a topic** that interests you. **Research and take notes on your topic to gain background knowledge.** There will be allotted class time for you to research and gather information in the library. You should have an adequate amount of time to complete the project during our library dates, but if not, you will have to complete it on your own time.
2. **The date** you will present correlates with what we are studying in class. You will be notified one week prior to your presentation. Be sure your project is ready for that specific date.
3. Your project will consist of three parts:
	1. opening activity – grabs the classes attention
	2. lesson – teach your topic
	3. conclusion – review and check for understanding
4. **Research - Find 3-4 resources i.e. books, magazine or journal articles, on your topic**. Be sure to find accurate definitions and information pertaining to your topic.
5. Create an opening activity for the students to do before your presentation to spark their interest in your topic. BE CREATIVE! This could be a survey, questionnaire, song, story, or poem inspired by your topic, etc. You will need to make any copies you need for the class. Also, remember to provide a copy for the teacher.
6. Next, create an **informative** poster or power point to guide you in your presentation. You should know and understand your topic well enough to DISCUSS it when you present. Have enough information on the poster or power point so that you are able to discuss the information with the class; do not read directly from your poster/power point, refer to it. Be **Creative**! For poster: use pictures, graphs, charts, construction paper, markers, paint. For power point: bullet information, imbed videos, charts, graphs, variety of colors. Visual appeal is important.
	1. You may NOT copy and paste information to print out. I will be checking all posters for plagiarism!
	2. Make sure your information is current and correct!
	3. You must create an accurate word processed resources/bibliography page and paste it to the back of your poster or it can be your last slide. You can use easybib.com.
7. Closing Activity – Check for understanding, oral or written review questions, summary of what was learned, organizer, outline, game (bingo, jeopardy, family feud, etc.)
8. **You will be teaching the class by presenting your topic** using your poster or power point. You will have 15 – 20 minutes to explain/teach your topic’s information.

**On the day of your presentation, you will turn in your opening activity, poster/power point with resources/bibliography page, closing activity, and this direction/grading sheet.**

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| **Making A Poster/Power Point: Research Extension Project** |
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| Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |
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| **CATEGORY** | **Advanced** | **Proficient** | **Basic** | **Below Basic** |
| Use of Class/Library Time | Used time well during each class period. Focused on getting the project done. Never distracted others. | Used time well during each class period. Usually focused on getting the project done and never distracted others. | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. | Did not use class time to focus on the project OR often distracted others. |
| Research | Used 4 resources of various types; at least two from books, magazines, journals the remainder from internet sources | Used 3 resources from the internet | Used 2 resources | Used 1 or no resources |
| Opening Activity | Creative, grabs students attention, much thought and preparation went into planning | Sparks students interest, thought and preparation were obvious | Lacks creativity and originality.  | Little or no thought went into creating an opening activity. |
| Poster/ Power Point Attractiveness | The poster/pp is exceptionally attractive in terms of design, layout, and neatness. | The poster/pp is attractive in terms of design, layout and neatness. | The poster/pp is acceptably attractive though it may be a bit messy. | The poster/pp is distractingly messy or very poorly designed. It is not attractive. |
| Poster/ Power Point Graphics - Originality | Several of the graphics used on the poster/pp reflect an exceptional degree of student creativity in their creation and/or display. | One or two of the graphics used on the poster/pp reflect student creativity in their creation and/or display. | The graphics are made by the student, but are based on the designs or ideas of others. | No graphics made by the student are included. |
| Poster/Power Point Content - Accuracy | At least 7 accurate facts are displayed on the poster/pp. | 5-6 accurate facts are displayed on the poster/pp. | 3-4 accurate facts are displayed on the poster/pp. | Less than 3 accurate facts are displayed on the poster/pp. |
| Closing Activity | Reviews information and thoroughly checks for understanding by reviewing with a game, outline, organizer, or another creative way to elicit feedback from the class | Checks for understanding by reviewing with a game, outline, organizer, or another creative way to elicit feedback from the class | Checks for understanding by asking a few questions | Does not have a closing activity |
| Knowledge Gained | Student can accurately answer all questions related to facts in the poster/pp and processes used to create the poster. | Student can accurately answer most questions related to facts in the poster/pp and processes used to create the poster. | Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster. | Student appears to have insufficient knowledge about the facts or processes used in the poster. |
| Preparedness/Time | Substantial amount of effort went into preparation, extremely organized, smooth transitions, obvious rehearsal, demonstrates new knowledge Uses time efficiently and effectively | Good amount of effort, organized, transitions, evidence of rehearsal, some new knowledge is evidentUses time appropriately | Some effort went into preparation, attempt at organization, awkward transitions: somewhat confusing; trouble followingUses time inefficiently (may be too long or too short) | Very little time and effort went into preparation, not organizedMay use time poorly |
| Oral Presentation | 18 -20 minutes, voice was loud enough for class to hear, did not read directly from note cards, enthusiastic, made it interesting and fun | 15-18 minutes, voice was loud enough for class to hear, occasionally read from note cards, somewhat enthusiastic, somewhat interesting and fun | 10-15 minutes, voice was not loud enough for class to hear, read directly from note cards | 10 minutes or less, not loud enough or enthusiastic about topic, did not make presentation interesting for the class |
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