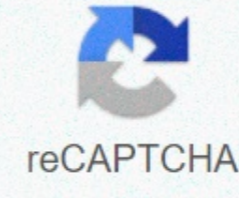




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I'm going to throw this in there, I like projects. It doesn't matter if it's reading, math, science, anything – I just like projects and project-based learning. Giving students a large-scale (or long-scale) project, seeing them attack issues, deciding where to start, and/or working within a group is one of the best things we can do as teachers (I have no time to argue that last statement up). Yes, it takes a lot of work to make sure that students are progressing and making proper progress - but it's what we do. Let me clarify this a little more: I like projects that take place in the classroom. I don't always trust projects that go home, then come back a little too perfect. yes, your parents can get an A but the kid did anything at least? We also need to bring back science fairs, I screamed like a step by my soapbox. Before you get mad and tell me projects are a hassle let me tell you the positives that happen when they are done correctly: Collaboration and cooperation (two completely different ideas, both equally important) Stakes creativity and imagination Creates problem solving Allows immediate feedback from colleagues and their own self-reflection/assessment It integrates technology more efficiently Connections to the real world I create project-based learning activities for my students because I have seen the positive impact in their engagement levels and also allows for more ways of learning their own to be used. Some of these projects are shorter one-day events, while others can last a month. It doesn't matter what kind I use, it's just that my students are extending their learning potential. If you are looking to incorporate more project-based learning opportunities into your class, I might suggest trying Geometricity: A city made of math. This can be completed individually, within a group, or even as a class project. Your students will literally be designing, planning, and building a city using geometry. A great luxury of having a daughter in elementary school is that she always wants to try what I create. She's my quality control. So she and a friend spent an afternoon creating buildings, using nets, to design 3D models of their city. Geometricity is broken down into phases (which the teacher has total control over) and students work through them with each step relying on the next one that incorporates geometry skills to build sections of their city. One of my favorite aspects is you can differentiate this immediately for students, whether it's choosing lower-level sections (less vocabulary) or pushing kids to make it to the challenge section. See here: Geometricity: a city with math if you're interested in learning more about PROJECT BASED Learning check out my post on ten tips to make PBL a success in the classroom. Do you need more? Come by and see all the PBLs we've created. They range from the design of a zoo to survival on deserted islands, or even the creation of colonies in space. And it's really a surprise that that The first building my daughter made was Target? Mathematics, Geometricity learning-based project! Imagine, design, and build a city with this 2D and 3D Adventure! -Project Based Learning -Real World Application -Geometry, Maps, & More -Extension Activities -Differentiate levels Geometricity is a project-based learning activity in which students will take their geometry skills and design their own city. This multi-level task allows immediate differentiation due to size, and students can complete parts or the entire project depending on your choice. This project not only focuses on math skills because there are components of social studies (mapping skills), writing, problem solving and comprehension skills too. Students will create a city that uses 2D and 3D, practicing both flat geometry and solid geometry. This project allows students to practice and apply the skills learned in geometry while solving problems and making decisions based on their own knowledge, creativity and imagination. Students will use several types of geometric concepts, would be nets to create buildings and structures, design parts of a city with shapes, lines, angles, and incorporating multiple skills at the same time to achieve their goals This project aims to focus on geometry, but there are so many other learning elements present, which include problem solving, making inferences, collaboration, communication, independent learning, and more. Geometry topics include: Geometry of the solid geometry Polygon angles symbols 2D Shapes 3D Shapes Transformations Geometricity is broken into seven phases. These phases are: Phase One: Permits -Review and preview geometric and visual terms. Create a mini-map. Phase Two: Design & Build -Up to nine sections of the city can be built. Each page has 10-14 requirements that need to be filled in. Phase Three: Construction -Putting our city together for the world to see. Phase four: Building-Using nets and 3D to make the city rise above the paper. Phase Five: Assessment -Three types of self-assessments for students. Auto, individual, and group work. Phase Six: Tourism -Create a postcard to convince visitors to come. Phase Seven: Challenge -5 extra level challenges for students who want to create more. p7 About this product/project p8-12 Images for you or students. p13-17 Mapping skills p18-21 Objectives and introduction p22-27 Phase One: Permits p28-41 Phase two: Design and construction p42-46 Phase three: Construction p47-58 Phase Four: Construction and Nets p59-61 Phase Five: Assessment Heading p62-64 Phase Six: Tourism p65-67 Phase Seven: Challenge p68-78 Differentiated Phase Two: Design and Build Sections Credits The whole point is to have students use geometric terms that we've learned in a creative way. You can use it as a way for students to learn and practice new vocabulary, or as a revision project, or even as a project that culminates after a geometry unit. Basically, students have 26 items that have to go map/city. Some items are lines or segments that are roads. Once they are placed, then students must place certain items at certain angles. For example, they need to put two cafes at appropriate angles. Or a bridge that connects additional angles. There is a template that has some of the baselines (roads) already placed. You can use this for all your students if you want them to focus on putting other items at the right angles. This would be much easier to grade because it would be to locate all the necessary items, but it is not as creative. This project includes: an overview, a list of necessary items, a caption template, classification guidelines, a modified scoring box, and photos of student work. geometry_town_project.docxFile Size: 16 kbFile Type: docxDownload File Create differentiated shapes for students to find the area and perimeter. Should I use a ruler? Measure the circumference and diameter of different cookies of different sizes to find the Pi measurement. Can it bring in Pies and other circular objects? pidaycookiemesuringactivitydiscovingngpi.pdfFile Size: 338 kbFile Type: pdfDownload File Students find and photograph examples of geometry terms represented in the world (acute angle, perpendicular lines, isosceles triangle, vertical angles, etc.) The term list is editable so you can adapt it to include the terms you covered in the class. In this project, students compile their photos into an album or album of geometry in their lives. Zip file includes a PDF and also an editable power point with the following pages: - page coverage - content - student direction sheet to give out with the list of terms to find (editable) - heading (editable) - 3 pages of assorted photos of student sample projects * 7 pages total, including page coverage This project was a huge favorite in my middle school geometry classes. The students liked to put them together. Some chose to make their digital book, and some made it scrapbook-style with stickers and ribbons - lots of room for creativity! This activity would be great for integration with technology/computer class. Instructions for activity Whether students are 12th graders, tweens or teenagers, a city geometry project is a fun -- and educational -- way to teach math. As students reach their middle school years, they develop the ability not only to identify geometric shapes, but also to combine shapes and make a larger design. A geometry city allows students to build mathematical skills in an imaginative way, moving from basic to complex skills. Before the students begin construction, they must map their city. add a measurement component to the geometry lesson, which incorporates more knowledge of mathematics into the activity. Give students a piece of poster board or use the side of a large cardboard box as a base. Students can map roads and building spaces using a ruler and pencil. Ask them to draw two-dimensional shapes where each building will For example, they can draw a small square for a house and a larger rectangle for a skyscraper. When the map is ready, students can follow over light pencil lines with a dark marker. Children 6 or 7 years old have the ability to combine several shapes into one. You can use two-dimensional shapes to make buildings or combine them with three-dimensional versions. To create two-dimensional buildings, ask the children to draw shapes that match their maps on thick cardboard paper. Use rulers to create a straight edge for triangles, squares, and rectangles. Ask students to leave an extra inch or 2 at the bottom to make flaps fold under and secure at the base. Students can also cut smaller shapes out of construction paper to make windows, doors or roofs. Glue smaller shapes on the larger ones, combining them to form buildings compete. Students can combine their 2-D buildings with those in 3-D or opt for a three-dimensional city only. Use folded paper to make box-like cubes or have students carve geometric shapes using clay or mache paper. Students who struggle to build their own shapes can use ready-made foam versions. Paste shapes based on where they belong. This provides an opportunity for students to match shapes with their 3-D peers. As children develop the ability to think more abstractly and use geometry in more complex ways, you can adapt the project to meet their learning needs. For example, middle school students can calculate the area of three-dimensional buildings. Students can also draw or sculpt shapes at scale. Younger students in kindergarten or early elementary years can use a simple scale, it would be 1 inch equals 1 foot, while older children can create a more complicated version. About the Pittsburgh-based author, Erica Loop has been writing education, child development and parenting articles since 2009. Her articles appeared in Pittsburgh Parent Magazine and the PBS Parents website. She has a master's degree in applied development psychology from the University of Pittsburgh's School of Education. Education.

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