



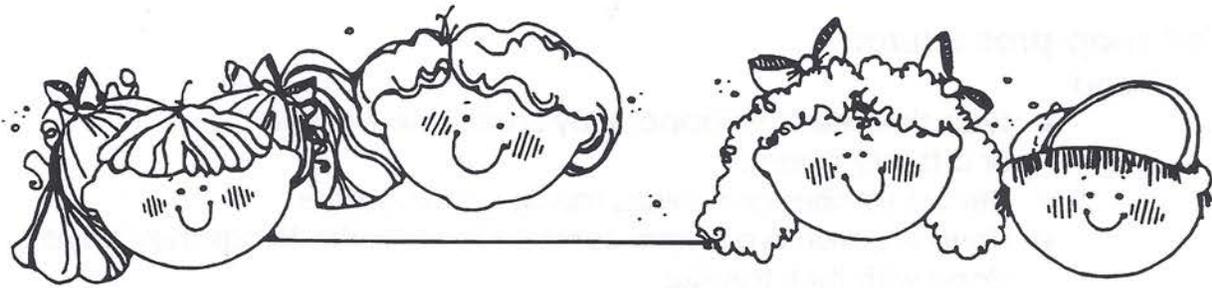
Connecting with the Common Core: *Scrapbook Project*

Facilitated by:

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SCRAPBOOK PROJECT

Introduction

This project is designed to encourage family strengths. The students collect pictures from home that represent special times in their lives and use them to create their own scrapbook. They utilize the writing process to add journaling to their scrapbook. This project provides an opportunity to develop relationship with parents and the community.

Invite parents and community members into the classroom the day of the activity to interact and help students through the stations.

Pennsylvania Common Core Standards:

1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

1.4 Writing

Students write for different purposes and audience.

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Knowledge and Skills:

The students will be able to:

- experience a multigenerational experience to increase family strengths.
- create a scrapbook to share with their families.
- utilize the writing process to express personal ideas.
- share their stories with others.

The week before you plan to work on the project send home a newsletter asking students to send in favorite photos that could be used in a class project. At that time, you may also want to extend an invitation to parents to join their child in class that day and be part of the process.

Workshop procedure:

Read

- ◆ Grandmother's Scrapbook by Josephine Nobisso or a family poem.
- ◆ Discuss families and things families do together.
- ◆ Have children brainstorm some of the favorite things they have done with their families

Share a scrapbook with the students

- ◆ Share "Girls Just Want to Have Fun" with students.
- ◆ Today friends we are making a book similar to the "Girls Just Want to Have Fun".

Introduce the following terms:

Scrapbook	Crop	template
Back your Photo	Punches	

Model

It may be helpful to explain the directions for each station.

Title Station Color the cover for your scrapbook. Trim the edges and then glue it on the front of your scrapbook.	Crop Your Pictures At this station you cut your pictures to glue into your scrapbook. If you really want to get fancy you can
Journaling Station You will need to write about your pictures. There are journaling sheets that you can write on. Then you can cut them out and add them to your scrapbook.	Decorate Your Scrapbook Station At this station you decorate your scrapbook using the supplies provided.

Workshop Time: (allow 1 1/2 hrs.-2 hrs)

Allow students to work through each station to create their scrapbook.

Adults will be assigned to each station to guide students through each process.

Closure

Clean up and allow students to share their scrapbook with adults and each other.

Differentiation Suggestions:

- Pair students needing additional help with community volunteers.
- Use rebus pictures to inform students of the materials they will need at that station.

Community Involvement Ideas

Some suggestions to involve community:

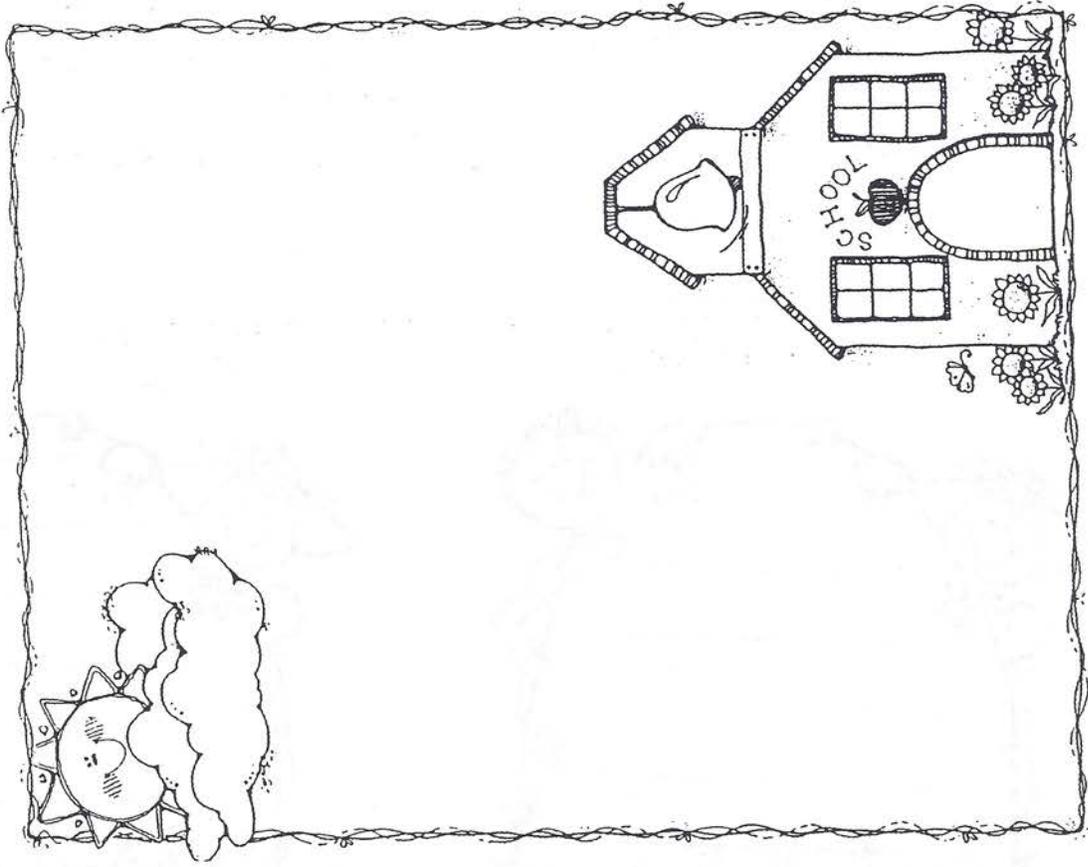
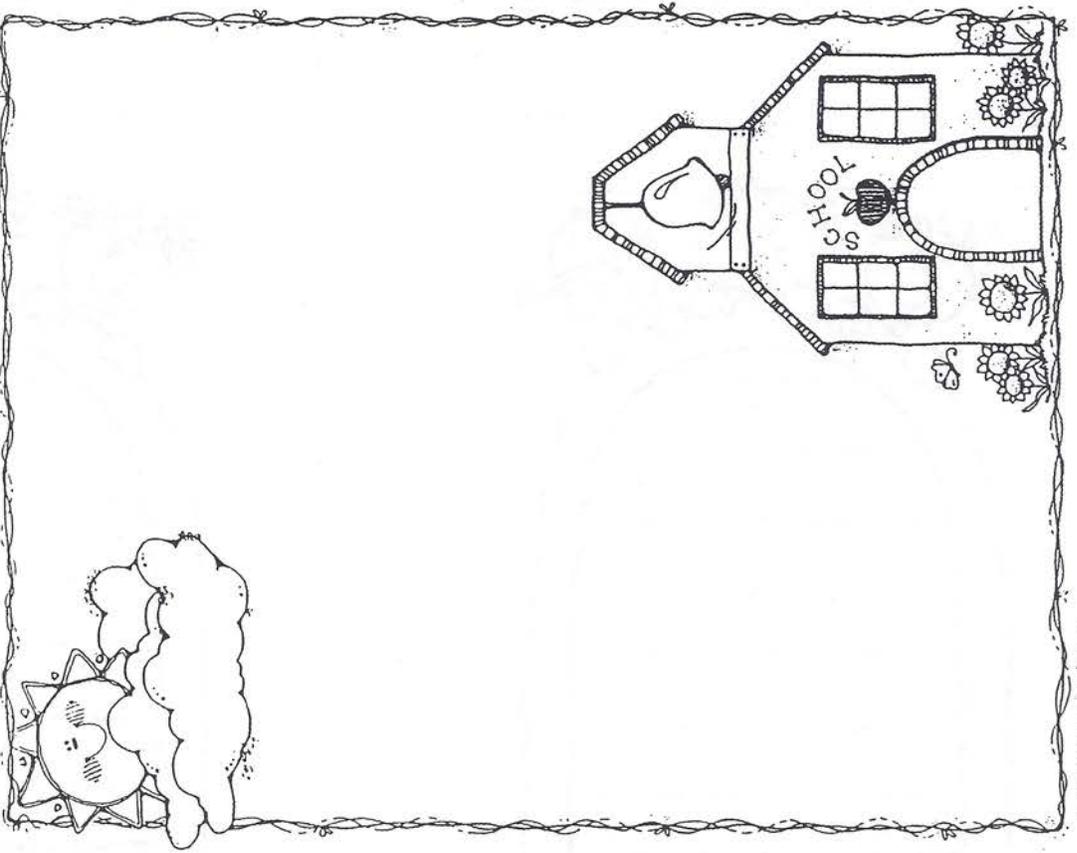
- ◆ Ask a senior citizen group to create scrapbooks
- ◆ Ask your school to collect cardboard from cereal boxes to use for book construction
- ◆ Call local businesses to donate scrapbook supplies etc.
- ◆ (i.e., Local Scrapbook store- scrap paper, cardboard, Michael's, Ben Franklin)
- ◆ Borrow additional supplies from community scrapbookers and scrapbook stores for the project.
- ◆ Ask girl scout groups for service time to help the day of the project
- ◆ Ask a high school service club/art club for assistance the day of the project

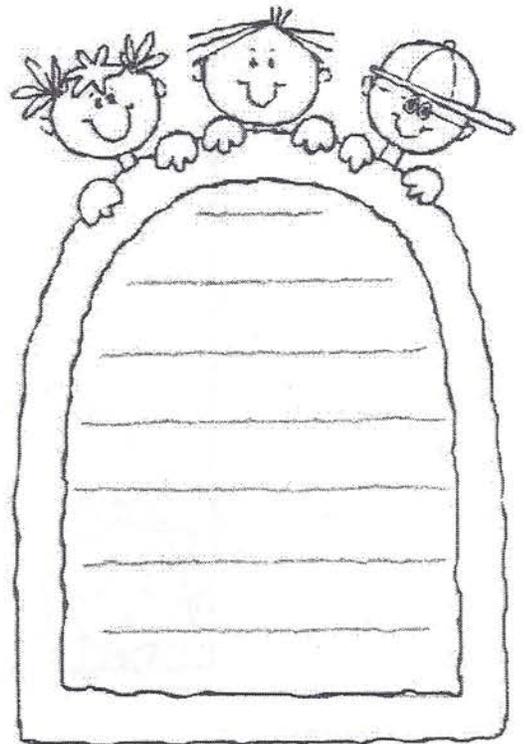
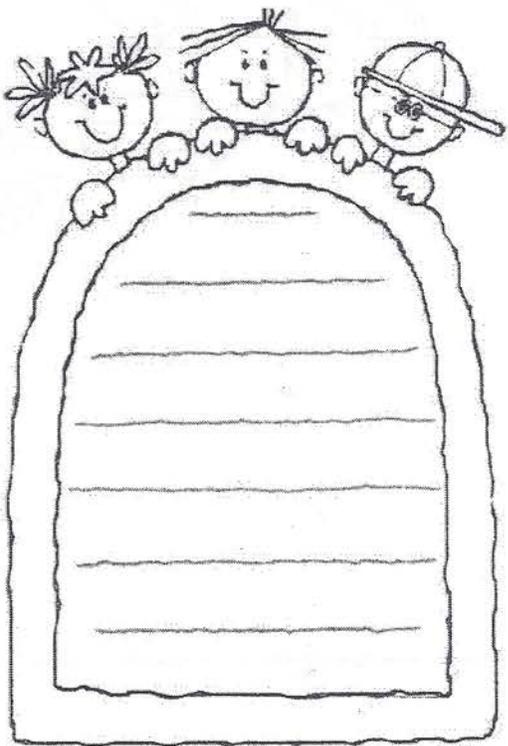
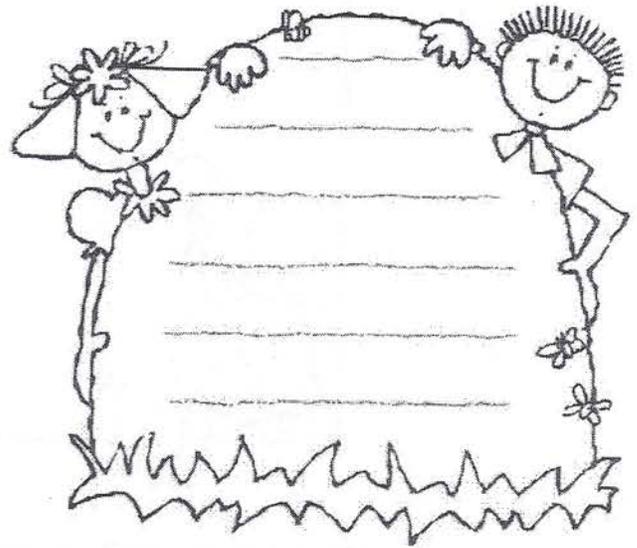
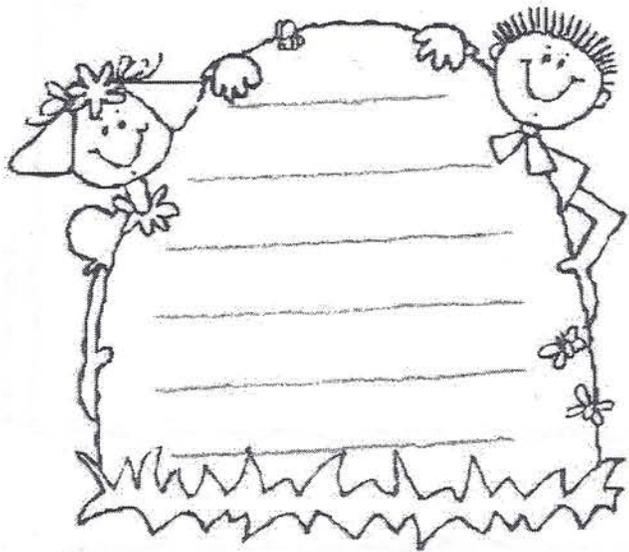
Directions for Assembling the Scrapbook

1. Trace around the outside of the cover template.
2. Cut around the traced edges.
3. Using a ruler and a blunt edged object, score from corner indentation to corner indentation along all four corner edges.
4. Fold cover in on score lines.
5. Glue 2 chipboard pieces to the inside of the cover. They will not meet along the middle section-- spine.
6. Glue flaps of cover down, starting with the 2 long edges.
7. Glue cardstock to cover the chipboard.

Inside pages

1. Each template page will equal 2 scrapbook pages.
2. Trace your desired number of pages and cut out.
3. Fold pages in half, with the right side of pages on the inside.
4. Glue pages together, matching the edges at the fold. The two outside pages will be glued and become the inside cover.
5. Apply glue to the one side of the section and lay down on the cover.
6. Repeat with the other side.





Critical Assessment Filters

- What type of evidence is required to assess the standard? (e.g., recall of knowledge, understanding of content, ability to demonstrate process, thinking, reasoning, or communication skills)
- What assessment method will provide the type of evidence needed?
- Will the task (assessment method) provide enough evidence to determine whether students have met the standard?

Is the task developmentally appropriate?

- Will the assessment provide students with various options for showing what they know?

<p>Content Concept/ Language Arts Concept</p>	<p>Character analysis</p>
<p>Vocabulary Required</p>	<p>Physical description Relationships Symbolic</p>
<p>List the evidence required to demonstrate understanding of concepts (min. #3)</p>	<p>Could dress up/photo/bulleated list/draw a picture/magazine picture / or wordle To show relationships: letters written to various characters, Graphic organizer, wordle. Bulleted list, draw a picture Timeline of events in story An item that illustrates the characters growth during the story</p>
<p>Modifications for diverse learning needs</p>	
<p>Technology enhancements</p>	
<p>Resources to support student understanding</p>	