

Project-Based Multimedia Learning

Level: Grade 1 (approximately 30 students per class)

Class Time: 40 minutes/day (5 meetings in 1 week)

Subject Matter: Mathematics

Topic: Whole Numbers

Stage	Estimated Time
BEFORE THE PROJECT STARTS	2 weeks
<p><u>Guidelines for the teacher:</u></p> <ol style="list-style-type: none"> 1. Know/Decide what the project is <ul style="list-style-type: none"> • It's content • How is it done • If it is developmentally appropriate for the students' knowledge and capabilities • If the students can relate and master their mathematical skills in doing the project 2. Set the deadline of the project. The deadline should be appropriate in the children's capabilities; kids need a lot of time in doing their project. 3. Prepare the resources that your students might use in planning for their project. <p><u>Description of the project:</u></p> <ul style="list-style-type: none"> ♥ Introduce to the students that the project is a mini sari-sari store ♥ Set the deadline of the project ♥ Discuss the things needed in doing the project ♥ Do drill cards (Addition and subtraction) ♥ Practice their artistic skills thru sets of drawings and paintings 	

Objectives:

By the end of the project, the students must be able to:

1. Appreciate Mathematics more
2. Mastered adding and subtracting 1 to 2-digit numbers
3. Learn how to cooperate with others and work as a team
4. Apply the lesson about whole numbers to everyday life

Real World Connections:

- ♥ Inquire and coordinate to those who are and will be part of the study trip to a sari-sari store
 - Parents
 - Teachers
 - Principal
 - Sari-sari store owners

Resources:

- ♥ Books (Counting numbers, Adding and Subtracting numbers, Money, Shapes, Sizes)
- ♥ Paper (Colored and Bond Papers, Cartolina)
- ♥ Art Materials (Crayons, Scissors, Rulers, Glue)
- ♥ Microsoft Paint or Adobe Photoshop
- ♥ Addition and Subtraction drill cards

INTRODUCING THE PROJECT

2 days

Guidelines for the teacher:

1. Introduce the project by asking them what a sari-sari store is, what they see inside it and what do they do when they are at the sari-sari store. In that way, the students will develop their critical thinking skills plus they will already have an idea what to do when you gave them their project.
2. Explain to them the mechanics very briefly for them to fully understand what they need to do for their project.
3. Ask them if they have questions and if they do, be a good listener and answer it in a way that they can understand it easily so that you will not repeat it to them again.

Mechanics of the project:

1. Each group consists of 10 members; decide who will be the first five group members that will do the activity A and the other five doing the activity B.
2. Discuss the things that they would sell to the costumers
3. Decide the rotation of roles (vendors)
4. Finalize the sign board
5. Present their project through selling their products and giving exact change to the costumers

Day1

- ♥ The class will be divided into 3 groups of 10 students (count-off)
 - Each group will be assigned make a mini sari-sari store
Under this, the students in each group will do 2 different activities but all of them must experience each activity. The ratio would be 1 activity: 5 students.
 - A. Making their sign board
 - B. Practice their adding and subtracting skills
- ♥ Start planning for the assigned task

Day2

- ♥ Present them some pictures of sari-sari stores and products sold inside the sari-sari store and its estimated price ranging from 1 to 100 for them to fully understand the project.
- ♥ Test their addition and subtraction skills by giving some numbers around 100 to add and to subtract.

LEARNING THE TECHNOLOGY

3 days

Guidelines for the teacher:

1. Be a good listener. 1st graders always have a lot of stories to tell so you must integrate their story, as much as possible, to what they are doing (project).
2. Give them all the resources they might need in doing the project.
3. Be attentive.
4. Do not force them to do the activity if they can't, try asking one of his/her group mates to help him/her about the activity or you as teacher can guide him in doing it.

Day 1

- A. Constructing a signboard and designing
- B. Practicing adding and subtracting skills (drill cards)

Day 2

- A. Practicing adding and subtracting skills (drill cards)
- B. Constructing a signboard and designing

Day 3

A and B will solve series of drill cards

PRELIMINARY RESEARCH AND PLANNING

2 weeks

Guidelines for the teacher:

1. Make sure that your students really understand the lesson and they can add and subtract by themselves. If not, give remedial teaching to those who has troubles in solving.
2. Expand their knowledge by asking them questions related to the topic that will make them think.
3. Guide the students in planning for their project for them not to lose track.

Days 1-2: Lesson about money and amount of money

Days 3-4: Lesson about adding and subtracting money

Day 5: Discussion about of the things seen inside a sari-sari store aside from the money

Day 6: Preparation for the study trip

Days 7-8: Study trips in 2 different sari-sari stores

- Near the school
- Near the church

Day 9: Discussion about the gathered information, experiences, observation and understanding

Day 10: Planning about what they can use in their gathered information for their project

CONCEPT DESIGN AND STORYBOARDING

1 week

Guidelines for the teacher:

1. Provide them the materials they will need.
2. Respect their capabilities
3. Explain to them very clearly what they need to do and how to do it.

- ♥ Each group will now make a concept design and story board about what would happen during their presentation of project

Group 1



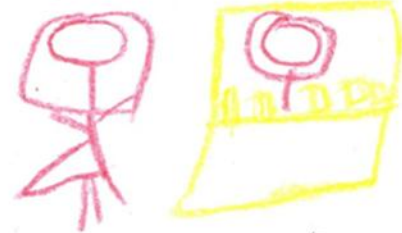
Group 2

SCENE 1:



Teacher at sam-sa shop

SCENE 2:



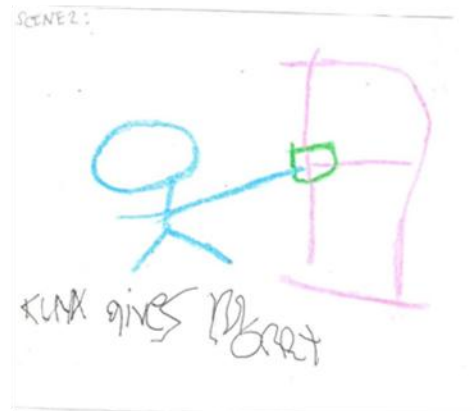
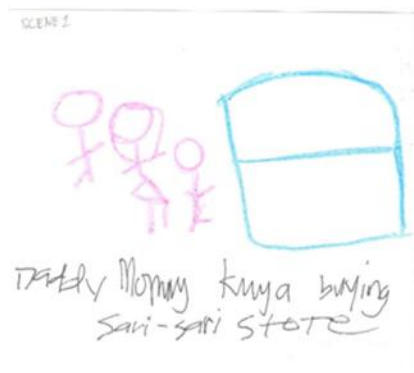
Teacher buying? sandy balls
3 loli pop

SCENE 3



Teacher got 5 candies

Group 3



FIRST DRAFT PRODUCTION

1 week

Guidelines for the teacher:

1. Respect their capabilities
 2. Explain to them very clear what they need to do and how to do it.
- ♥ Each group will now present their first written draft and if approved, they can now start their assigned task for the project
- Prices of products
 - Sign board
 - Addition and subtraction skills
 - Floor plan of their store

Signboard

Group 1

Sari-Saristore

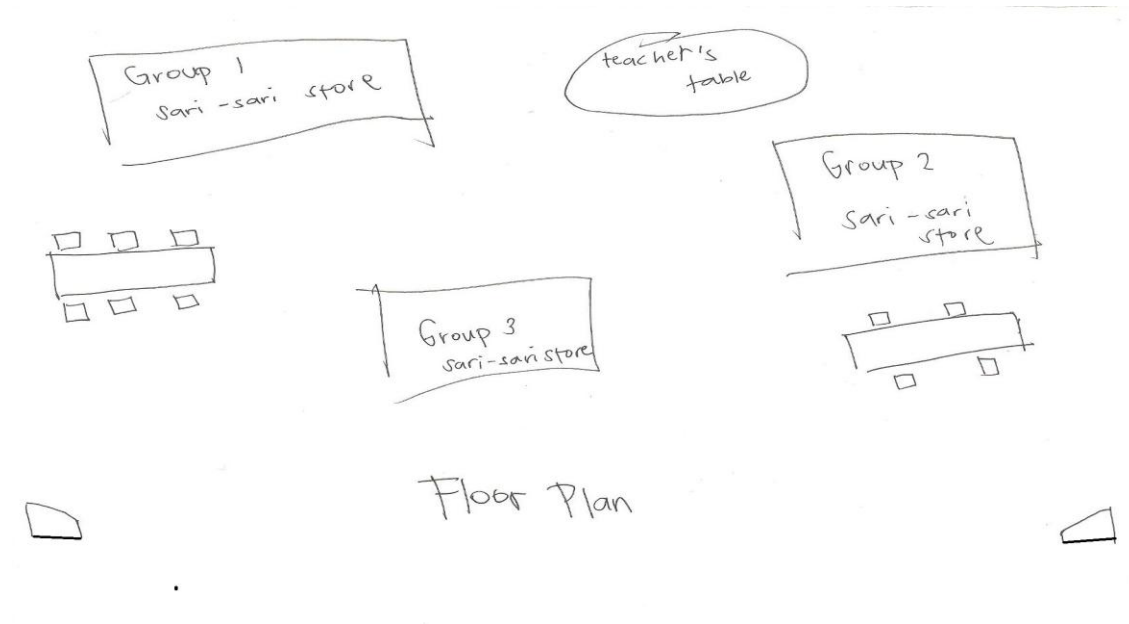
Group 2

Sari-Sari Store

Group 3

Sari Sari Store

Floor Plan



ASSESSING, TESTING AND FINALIZING PRESENTATIONS

3 weeks




- ♥ Each group will now present their finished project
- ♥ The teacher will now check if the project is completely done or if there is a need for improvement. If needed an improvement, the teacher will let the children revised the output (solve more drill cards or polish the sign board)

Rubrics



Job well done!

(Exact change, exact adding prices of the products being bought, mastered the addition and subtraction drill cards, outstanding performance during the day of presenting the project, showed perseverance in doing the project, stunning sign board)

	<p>Good Job!</p> <p>(Exact change, exact adding prices of the products being bought, very entertaining to the costumers, showed perseverance in doing the project)</p>	
	<p>Fair</p> <p>(Knows how to add and subtract but not precise, made a sign board)</p>	
	<p>Needs more improvement</p> <p>(Doesn't know how to add and subtract numbers, no sign board?)</p>	
<p>CONCLUDING ACTIVITIES</p>		<p>2 days</p>
<p>Day1:</p> <ul style="list-style-type: none"> ♥ The project will be tested by their schoolmates and teachers <p>Day2:</p> <ul style="list-style-type: none"> ♥ The project will be tested by their parents, siblings and other relatives 		
<p>TOTAL CLASS TIME</p>		<p>10 weeks and 2 days</p>