**Weekly Check Points**

Here is a template of checkpoints for you and your partnering teacher. When going through these remember to use the resources on the website if you would like.

**Before Week 1:** You and your partner should…

* Get permission from your administration (and parents if necessary) to begin this project.
  + Keep in mind the video component to this project. Make sure all students can be video taped.
* Draft a letter (or modify one from the website) to send home to parents informing them of this project.
* Choose 4-5 biography read alouds to read to your classes.
  + These can be different so students can share what they each learned, or they can be the same and students can discuss different perspectives and discussions they had in class.
* Choose 2-3 video biographies
  + This will be used at the beginning as a way of drawing students in and getting them familiar with biographies
* Discuss strategies you plan on using for immersion
* Set dates/times for final (live) BioWax Museum
* Set a date/time for a deadline to have all BioWax Museums up online for viewing.

**Week 1:** You and your partner should…

* Ask your media specialist and technology teacher if they would be willing to complete some of the research and speech writing/editing while your students are with them.
  + Identify specific tasks you would like your students to complete while in technology & media class and map it out (which weeks/days).
* Choose X number of influential people for your students to pick from.
  + Remember you need to have the exact amount as the students in your class so that everyone has a partner. Some students can have a group of 3 but I would encourage you to have all students work in pairs or groups (not alone).
* Set a deadline for students to choose their person
* Make sure all students in your classes have access to GAFE.
  + It would be helpful if they have used it before this project but if they have not, try and have them use it to do some basic tasks before they partner up.
    - Basic task idea- Write the name of the person they are researching in a document and share it with their teacher.

**Week 2:** You and your partner should…

* Set up a date/time for your classes to meet.
  + I encourage you to Skype as a whole class first so you can model how to sign in, what Skype looks like, how it can be used etc.
* Set up a date/time for your pairs of students to meet.
* Create an introduction template for your students to follow so they are not staring at each other blankly on the screen. ☺
* Brainstorm resources for students to use when researching.
* Create a template/organizer in GAFE for your partnering students to use when collaborating.
  + Structure their time so they have a purpose and are collaborating instead of playing ☺

**Week 3:** You and your partner should…

* Monitor/Check your student’s work on GAFE
  + Form a plan to address students that have not made progress, students that are struggling and students that need a challenge.
    - Example idea for struggling students🡪 Use Cloze paragraphs where they find information and fill in blanks
    - Example idea for Students that need challenged🡪 Have students create a slideshow presentation in GAFE with their partner to share information collected
* Create a list of information you want included in your class’s speeches.
  + I encourage you to make your lists different so that students have two different speeches (on the same person)
* Create peer-editing checklists for your students to peer edit one another’s work.
* Type up a letter to send home to parents about the progress so far and to encourage them to have their child practice their speech at home (fluency).

**Week 4:** You and your partner should…

* Create peer-editing checklists for your students to peer edit one another’s work.
* Type up a letter to send home to parents about the progress so far and to encourage them to have their child practice their speech at home (fluency).
  + - * Keep students in mind that may need more assistance or need challenged and map out a plan
      * Identify a date/time for students to meet (virtually) and edit one another’s work.
        + Or you can choose to do this part asynchronously and have them work on it at different times via GAFE
      * Set rubrics for speeches

**Week 5:** You and your partner should…

* + - * Set a date/time for students to meet, share feedback, practice their speeches with one another and adapt as needed.
        + Having students practice with their partner using Skype will help them become more comfortable with speaking/rehearsing with a live audience. This will also help their partner give feedback on how loud/quiet they are speaking and the rate at which they present (fast/slow).
      * If you have not done so already, make sure dates and times are set for your live BioWax Museum and a deadline is set for when all (online) speeches need to be uploaded and shared.
      * Create checklists/rubrics for students to follow when evaluating their own performance and their partner’s performance.

**Week 6:** You and your partner should…

* + - * Create and send home a reminder letter to parents about props, costumes and the dates/times of the Bio Wax Museum.
      * Make sure all students have props and costumes.
        + If you have a feeling that certain students will show up without either, have a back up plan (i.e. Goodwill or find someone to donate clothes/props).

**Week 7:** You and your partner should…

* + - * Enjoy and view one another’s BioWax Museums!
      * Set a date and time for a “Wrap Up” Skype session where students can provide one another with compliments on their performances.

**Week 8:** You and your partner should…

* + - * Celebrate a job well done!
      * Get feedback from one another on how this project went…
        + What areas worked well and what needs to be improved
        + What would you change for next time and what would you keep
      * Get feedback from the students!