

The Brain Project Checklist

Research

- Reminded myself of the key criteria for note-taking:
 - System of organization
 - Written in my own words
 - Fewest words possible to capture essence of ideas
 - Digging deep
 - Challenging myself to be thorough
 - Challenging myself to take steps to fully understand the material
- Created a place where I will take notes (could be comp book or a Word or Google doc; could be both; needs to be purposeful; hand-written notes are encouraged)
- Created a place to record my sources
- Decided on a note-taking system that would help me record notes using my own words and the fewest words possible to capture the essential information
- Found a site/resource with good diagrams of the brain to base my diagram on
- Made notes from **at least six** different resources, including at least one source with age-appropriate content (you can use Wikipedia as a starting point, but it does not count as one of your sources)
- Challenged myself to dig beneath surface answers
- Identified unanswered questions
- Attempted to discover answers to those questions
- Dug deep into how and why
- I understand where in the brain my part exists
- I understand the function of my part of the brain, in depth
- Discovered which parts of the brain my brain part functions most closely with
- Visited with **at least five** people in class to discover how my brain part is connected to their brain part, in depth
- Careful rereading of rubric

Target Date _____

Design

- Visited the interactive template website and explored the options
- Explored the other interactive links on the class blog
- Decided which five templates I am going to use (or more if adding extras)
- Printed out all my templates
- Explored how to make full use of all aspects of each template
- Decided which template I am going to use for each aspect
- Sketched out how I am going to place my interactives within the lapbook – I can justify my choices: I know why I placed each interactive in each place, in relation to the other interactives and in relation to the lap book as a whole
- Sketched out my comic strip and did rough copy of dialogue
- Sketched out my design for the cover of the lapbook
- Experimented with other ideas for my cover
- Finalized my idea for my cover
- Sketched out how I will print my brain part name on the back of my lapbook
- Explored other possibilities for back cover design
- Finalized choice of design for back cover
- Identified aspects that I less than confident in creating/drawing
- Practiced creating/drawing those aspects until I felt my confidence increase
- Careful rereading of rubric

Target Date _____

Making

- Reread rubric – written description
- Draft of written description of brain part
- Proofread written description of brain part
- Asked a peer to proofread my written description
- Final copy of written description
- Reread rubric - diagram
- Diagram of brain
- Reread rubric – comic strip
- Comic Strip
- Reread rubric - connections
- Connections to other brain parts
- Reread rubric – web of research
- Web of research
- Reread rubric – front cover
- Front cover
- Reread rubric – back cover
- Back cover
- Do I have time for extra interactives and content?
- Proofread all written content
- Compared each aspect of the lapbook against the rubric
- Glued in interactives
- Final Artist Moment for each interactive
- Final Artist Moment for project as a whole
- Self-assess on rubric
- Handed in
- Did something nice for myself

Due Date _____