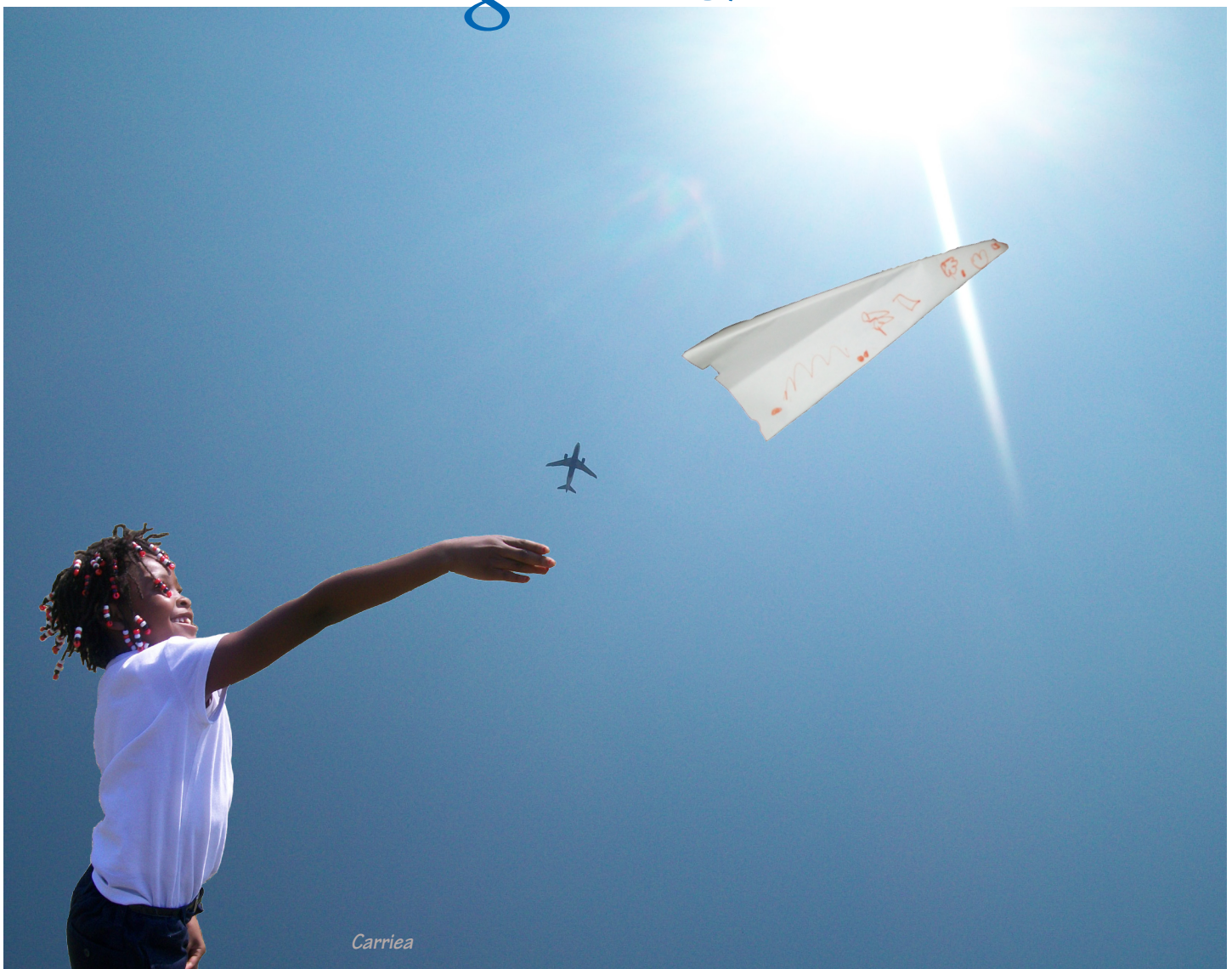


Lab Report

A Reggio Inspired/Project -Based Learning Community

Project Work Takes Flight in Mrs. Argus's Classroom



Projects can begin in many ways, but often the projects children find most engaging originate with the children's own interests. Mrs. Argus's class recently developed a keen interest in building paper airplanes. For a full week, the children used their free time to create and fly paper airplanes.

As luck would have it, the class includes a paper airplane expert in Hutton who often chooses to



Monica and Ruth follow directions to make a paper airplane.

make paper airplanes in his free time at home. Hutton brought a book to school that showed the children how to make paper airplanes and the children studied the book carefully as they experimented with different designs.

The book Hutton shared with the class included methods for modifying paper airplanes so that they would fly farther, fly higher, or turn left or right. Modifying paper airplanes became a favorite pastime for the children. They engaged in the scientific method as they developed theories for how modifications to their airplanes would change the flight patterns and tested those theories by flying the airplanes to see what resulted. Some children became frustrated as they over-

engineered their airplanes causing them to fly poorly, but mistakes are part of any worthwhile experimentation.

On a clear, sunny day in late September, the children took their modified paper airplanes outside for test flights. They spent some time moving around the playground and trying their planes in different directions. Finally, they wanted to try throwing all of their planes at the same time to see which ones would travel the farthest. They lined up on a hill and waited for the signal to throw all at once.

Although the interest in paper airplanes continues, lately, the children have developed an interest in real airplanes. They have been reading books about planes and drawing and designing their own airplanes. And as a class, they have been building a large model of an



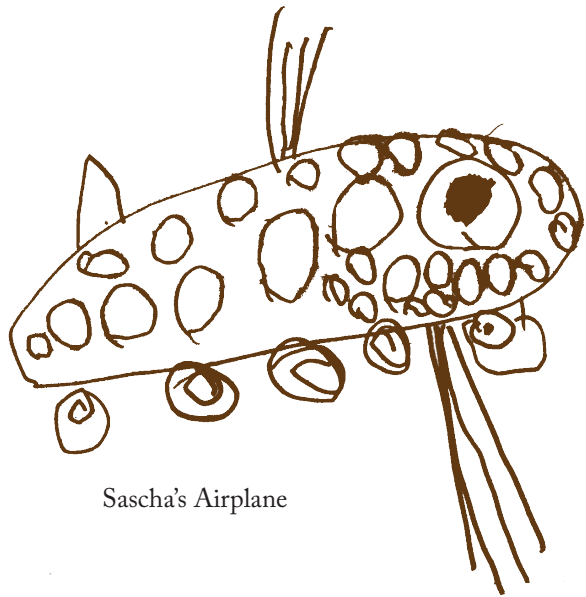
Lucas modifies his paper airplane.

Ready, Set...



Throw!!!!!!





Sascha's Airplane



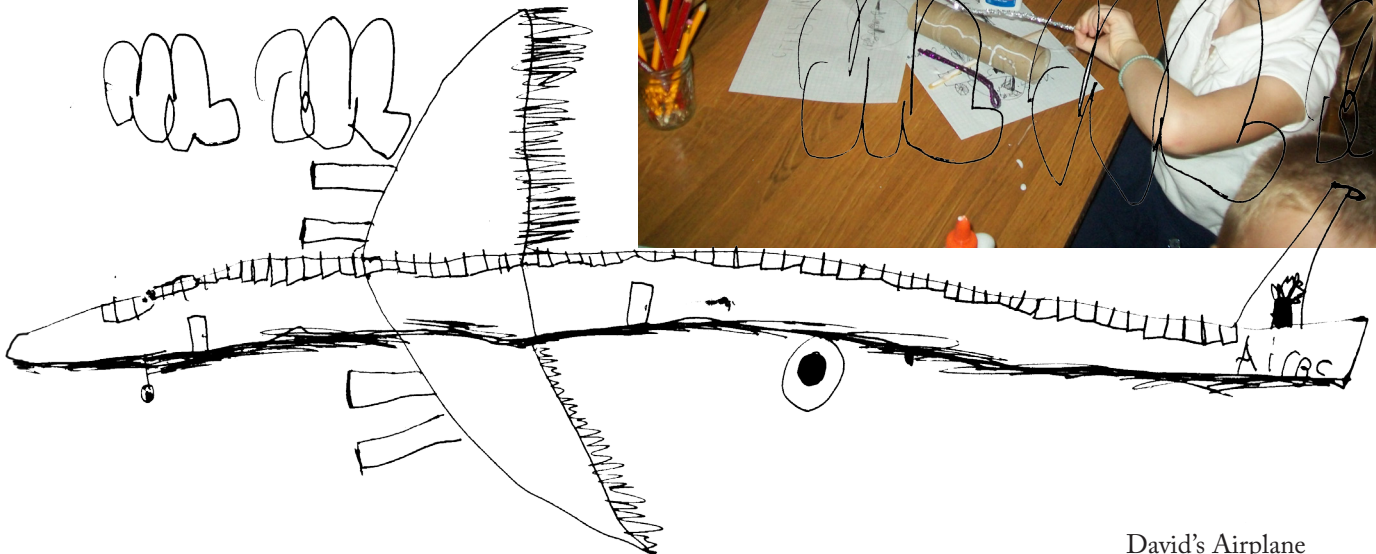
Sascha designs a flying machine.

airplane that currently takes up about 1/3rd of the space in the classroom. As the children began to design the airplane model in the classroom, they wanted to be sure it was large enough for all the children to sit in at once. This offered the opportunity for the children to solve the problem of how large the airplane needed to be in order to accommodate all of them. But perhaps the most interesting challenge of the entire project involved measuring the length of the airplane one morning in class.

Ruth's Airplane



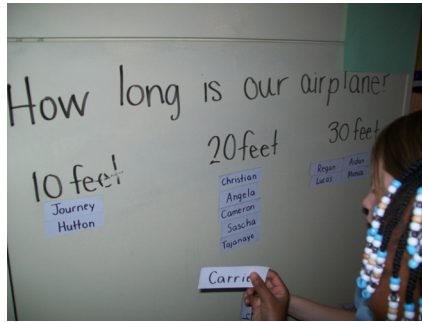
Regan designs a flying machine.



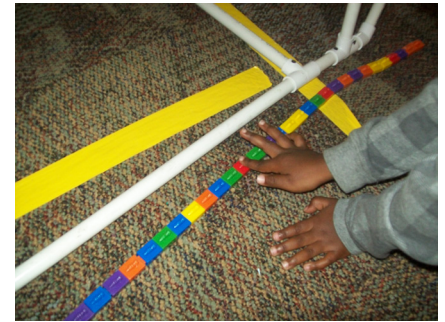
David's Airplane



Sascha, Journey and Lucas use Inch Worms to measure the plane.



Each day in class, the children sign in by answering a question of the day. They place their name below their answer to the question. Recently, Mrs. Argus's Class was challenged to estimate how long the airplane construction in the classroom was in feet. As the children pondered this question, problem solving strategies began to emerge and Sascha and Journey began using Inch Worms to measure the length of the plane. Other children noticed their strategy and began to help. The strategy for measuring the length of the plane was refined as many children shared their thinking with one another. By collaborating as a team the children learned that the plane was nearly 24 feet long.



The airplane project continues as the children prepare for a field trip to the Indianapolis Airport. Soon you will find documentation of the project outside of Mrs. Argus's classroom.

"Sascha, what are you doing?" - Mrs. Argus

"We are using the inch worms." - Sascha

"Why?" - Mrs. Argus

"We need to measure the airplane." - Journey

"Wait, wait!" - Ruth

"Ruth, why do you want them to stop?" - Mrs. Argus

"They don't need to build around the whole way." - Ruth

"Why?" - Mrs. Argus

"...So now what?" - Lucas

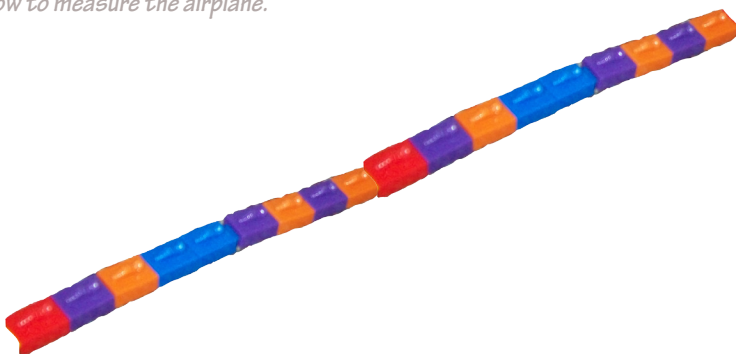
"Two hundred eighty one, two hundred eighty two, two hundred eighty three!!" - All the children

"Wait a second! That number is not part of our daily question!" - Lucas

"It's not in feet!" - Monica



Ruth talks with Sascha and Cameron about how to measure the airplane.



The children begin breaking the Inch Worms into groups of 12 inches each.

Mrs. Clark's Class Begins a Recycling Project



The children make signs about recycling.



Sophia draws a picture of someone recycling.

Mrs. Bucher's Class Takes Field Trip to Clowes Hall



Jett and Oliver work on observational drawings of Clowes Hall.

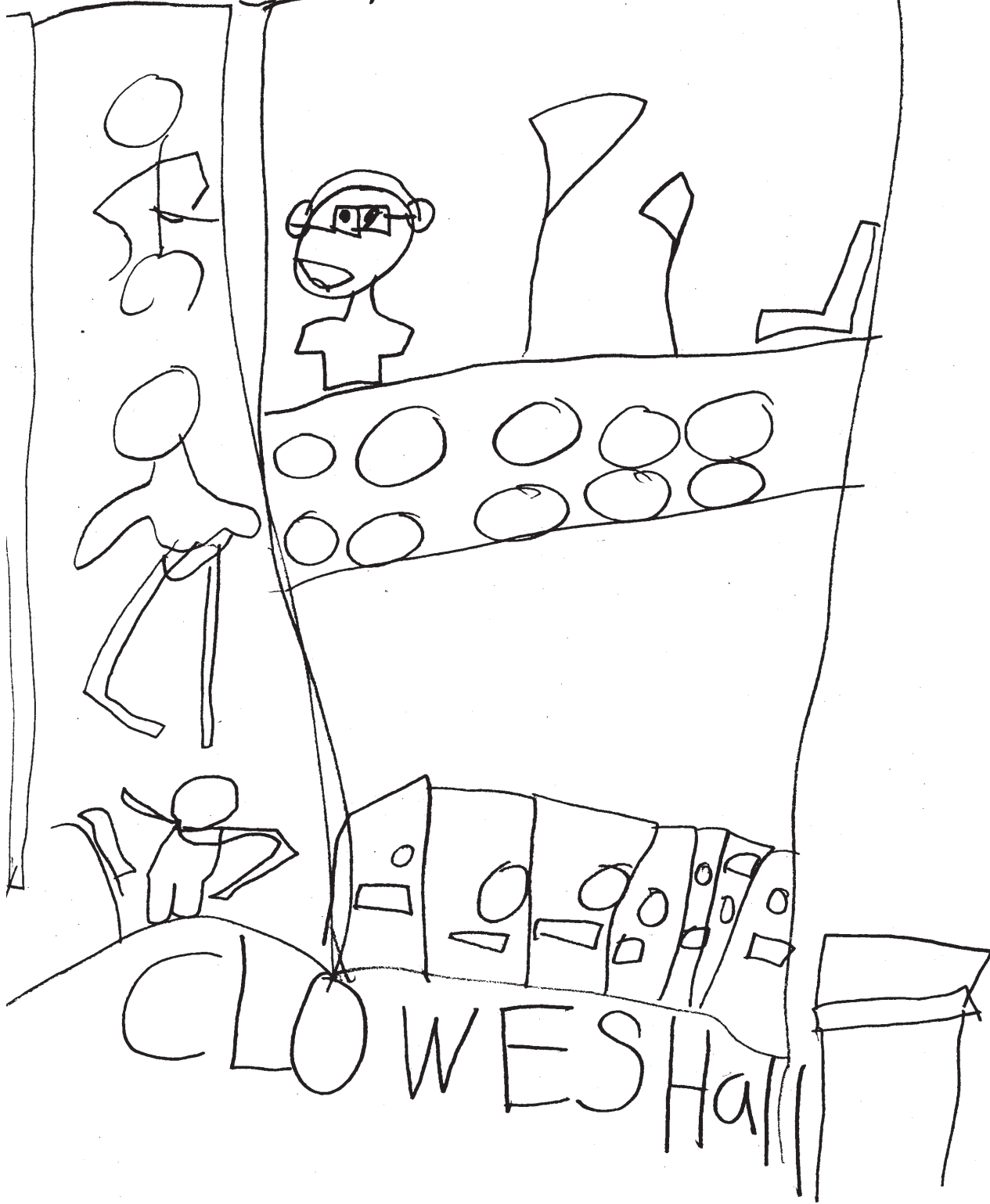


The class visits the dressing rooms in Clowes Hall.

Important Dates:

November 2nd	5-7 PM	Magnet School Fair at Tech High School <i>(for new parents, magnet school information night)</i>
November 5th	9-12 AM	Magnet School Fair at Tech High School <i>(for new parents, magnet school information night)</i>
November 10th	During School	Picture Make-up Day
November 10th	5-7 PM	Open House at the Lab School <i>(for new parents, magnet school information night)</i>

Sydney



Observational drawing of Clowes Hall by Sydney.