

Ultimate Performance Tasks	The Ultimate Shapes Playground
Grade: Framework	Kindergarten: Framework 03 (<i>using Bridges</i>)
<i>This task was designed with a specific topic or theme in mind. It is not imperative that teachers deliver the task with the same topic or theme. What is most important is that ultimate performance tasks require students to demonstrate the identified skills.</i>	
GOAL <ul style="list-style-type: none"> • Provide a statement of the task. • Establish the goal, problem, challenge, or obstacle in the task. • Does it contain Cognitive Demand? • Does it blend GRS and CCSS? 	Students will design and construct an ideal playground model using both two and three dimensional shapes.
ROLE <ul style="list-style-type: none"> • Define the role of the students in the task. • State the job of the students for the task. 	Students have been asked by the principal to design an inclusive playground for the school that uses both two and three dimensional shapes. The playground must be inclusive so that children with disabilities will also be able to play. The playground must be safe, colorful, and fun. Students will create a model to present to the other students in K-5 and to the principal for final approval. Students then have the option to present their ideas to a playground equipment company for comment.
AUDIENCE <ul style="list-style-type: none"> • Identify the target audience within the context of the scenario. • Example audiences might include a client or committee. • Is the audience authentic? 	The playground will be used by students in grade K-5. All students in the school can comment on the playground model. The principal will have the final OK. Students are also invited to submit their models to a playground equipment company for comment.
SITUATION <ul style="list-style-type: none"> • Set the context of the scenario. • Explain the situation. 	Our school is going to get a new playground. It is the kindergartner's job to design and construct both the layout and the equipment for the playground, using both two and three dimensional shapes.
PRODUCT <ul style="list-style-type: none"> • Clarify what the students will create and why they will create it. • Is the product demanding? 	The Shapes Playground model, a class letter, and pictures of their work will be submitted to the principal for final approval. Each class has the option to submit a class letter and pictures of their work to a playground company for comment. Several companies are listed as resources and many of them have organized programs to fund school playgrounds, should the class want to pursue the topic further.

<p>Standards (Criteria) for Success</p> <ul style="list-style-type: none"> • <i>Provide students with a clear picture of success.</i> • <i>Identify specific standards.</i> • <i>Share rubrics/checklists/exemplars to the students or develop them with the students.</i> 	<p>Done in conjunction with Kindergarten Science Framework 01: Forces and Interactions – Pushes and Pulls.</p> <p>Next Generation Science Standards (NGSS) – Physical Sciences Know number names and the count sequence. (K.CC.A) K-PS2-1: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. K-PS2-2: Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</p> <p>Colorado Academic Standards for Science – Physical Science SC.K.1.1.a: Observe, investigate, and describe how different objects move (DOK 1-2)</p> <p>Common Core State Standards (CCSS): Geometry Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres) (K.G.A) K.G.A.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. K.G.A.2: Correctly name shapes regardless of their orientations or overall size. K.G.A.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing* shapes.</p> <p>* Drawings need not show details, but should show the mathematics in the problem.</p>
<p>Global Ready Skills</p>	<ul style="list-style-type: none"> • critical thinking and problem solving • initiative and entrepreneurialism • curiosity and imagination • effective oral and written communication
<p>Steps to Get There</p>	<p>Working individually or in teams, students research playground layout, possible equipment ideas, safety, and inclusivity. They can print off pictures of playgrounds/equipment, labeling the two and three dimensional components they see. Students then draw their ideas for a piece of equipment that is composed of two and three dimensional shapes in the form of a blueprint. The blueprint serves as a visual plan to help students clarify their own thoughts and convey those thoughts to</p>

teammates and/or the teacher. The students, as members of a team, then construct a three dimensional model of their piece of playground equipment. Ultimately, all components are put together to make the complete playground.

When the playground work is complete, the Shapes Playground model, a class letter and pictures of the work will be submitted to the principal for final approval. Each class has the option to submit a class letter and pictures of their work to a playground company for comment.

Research:

- [Playground Design and Equipment](#)

Books about playground design:

- [Building A Playground – 3-D Shapes](#)
- [My Dream Playground](#)

Video with ideas:

- [In the Playground \(song\)](#)
- [Let's Play on the Playground \(flashcards\)](#)

Company websites:

- www.togethercounts.com
 - o [www.togethercounts.com ... win-for-your-school/sweepstakes](http://www.togethercounts.com...win-for-your-school/sweepstakes)
- www.playlsi.com
- www.miracle-recreation.com