

Community Classroom Individual Evidence



NAME _____ | DATE _____ | PERIOD _____

Explain Your Contribution to the FYF Concept

Use the Community Classroom brief and your team concept from FYF pp. 214-215. The team creates the concept/poster once. This page collects your individual career and design reasoning; do not redraw the poster.

Third-grade science topic: _____

Learning goal: Third graders will learn or be able to...

EDUCATION CAREER	WHAT THIS WORKER CONTRIBUTES OR PRODUCES FOR THIS LEARNING GOAL
Teacher	
Instructional designer/coordinator, museum educator, or another Education role	

One student action in the concept and what it helps the child learn:

One design choice from the team concept and why it supports learning instead of only decoration:

Language help: learning goal = meta de aprendizaje | contribute = contribuir | investigate = investigar | access = acceso

Complete frame: The [career or role] contributes [specific work] so students can [learning result].

Booking Decision and Individual Revision

Write for a teacher deciding whether to reserve the team learning space.

Space name and one-sentence headline:

What students will do and learn:

One access or safety need and the design response:

One useful feedback note from a peer, self-check, or teacher conference:

The revision I recommend and how it improves learning, access, safety, or clarity:

Complete frame: I would change [part of the concept] because the evidence showed [need]. The change helps students [action] safely or accessibly.

If the FYF workbook or team is unavailable, use the complete concept shown by your teacher and answer the same individual questions. Do not create a second poster.