Performance Task Plan

Title	What's the Diff? *(Physical and Chemical Changes in Matter)*
Grade	Fifth Grade
Time Line	2 weeks
Designer(s)	Noelle Robinson

Project Sketch
(a short summary of the unit including expected/possible products)

Students will create a product that will teach a second grader about the differences between physical and chemical changes in matter. They will publish their projects in Wikispaces or Edmodo. Students will use technology tools to take photos and/or videos of examples of physical and chemical changes in matter and explain the difference between them.

Instructional Focus

Compelling Question:	How are physical changes in matter different from chemical changes? When do we witness these in nature? Why is it important to know the difference between a physical change and a chemical change?

	Focus	*Complementary*	*NETS-s*
Standards	S5P2. Students will explain the difference between a physical change and a chemical change. a. Investigate physical changes by separating mixtures and manipulating (cutting, tearing, folding) paper to demonstrate examples of physical change. b. Recognize that the changes in state of water (water vapor/steam, liquid, ice) are due to temperature differences and are examples of physical change.	S5CS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. S5CS5. Students will communicate scientific ideas and activities clearly. S5CS3. Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.	1. Creativity and Innovation 2. Communication and Collaboration 3. Research and Information Fluency 4. Critical Thinking, Problem Solving, and Decision Making 5. Digital Citizenship 6. Technology Operations and Concepts

Assessment (Milestones)

Diagnostic	*Formative*	*Summative*
KWL chart to access students' prior knowledge.	* Interactive text pages with a quiz * Story board (planning for the project) * Notes from research	* Project Rubric * End of Unit Summative Assessment

Instructional Plan

	Teacher Role	*Student Role*	*Milestones*	*Resources/Materials*
Introduction	Activate prior knowledge Direct instruction Build knowledge base Clarify expectations Provide opportunities for research and collaboration.	Read assignments and complete activities to build knowledge base.	Note taking	Matter Unit Flip chart Houghton-Mifflin Science Interactive Text Safari Montage videos Discovery Education videos BrainPop Study Jams *BYOT options*: Note taking apps (Evernote, Sticky Notes, Note Ledge, etc.)

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Instruction & Activities	Teach students the properties of matter how we measure matter physical properties vs. chemical properties why phase changes are physical changes how a chemical change differs from a physical change	Take notes from teacher instruction and science videos. Research experiments that can show physical and chemical changes in matter. Research and take notes on the differences between a physical and chemical change using websites provided. Find a photo and/or experiment that show an example of each type of change. Create, write, and record script and storyboard for the project.	Approval from teacher for examples Rough outline of project plan	Flip chart Safari Montage videos Discovery Education videos BrainPop Study Jams Web Links *BYOT options*: Note taking apps (Evernote, Sticky Notes, Note Ledge, etc.)
Closure & Reflection	Provide opportunities for students to share their projects with each other and with a second grade class.	Present projects to others and provide feedback to their peers. All projects will be posted in the class wiki. Write a self reflection.	Finished product uploaded to the class wiki.	*BYOT options:* iMovie, Educreations, StoryKit, Skitch, video and audio recording apps, Wixie, VoiceThread, etc.

Differentiation
(How will you differentiate content and process to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment?)

Students can choose which format (app) they would like to use for their product (learning styles)

Teacher Reflection/Notes
(As you were implementing this project in the classroom, what worked well? What needed to be changed, adjusted? What would you do differently next time?)