



Performance Task Plan

Title	What Makes a Country Special?		
Grade	3 rd grade		
Time Line	10 days		
Designer(s)	Megan Gravitt		
Project Sketch (a short summary of the unit including expected/possible products)			
Students will create a presentation about a country of their choice. Working in pairs, students will create a presentation about the country to demonstrate their application of research process and map skills.			
Instructional Focus			
Compelling Question:	What makes a country special?		
Standards	Focus	Complementary	NETS-s
	<p>SS3G1 The student will locate major topographical features.</p> <p>c. Locate the Equator, Prime Meridian, and lines of latitude and longitude on a globe.</p> <p>ELACC3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>ELACC3W7: Conduct short research projects that build knowledge about a topic.</p> <p>ELACC3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>ELACC3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>ELACC3W2: Write informative (explanatory) texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>MCC3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>MCC3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>Communication and Collaboration Students</p> <p>a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.</p> <p>b. communicate information and ideas effectively to multiple audiences using a variety of media and formats..</p> <p>d. contribute to project teams to produce original works or solve problems.</p> <p>Research and Information Fluency Students:</p> <p>a. plan strategies to guide inquiry.</p> <p>b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p> <p>d. process data and report results.</p>



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Instruction & Activities	<p>* Model how to find a particular country and the corresponding continent on a map.</p> <p>* Teach students about latitude and longitude. Allow practicing finding several cities/countries on a map, and record the latitude and longitude.</p> <p>* Discuss the research process steps. Introduce the rubric for the final product. Show the preset websites students can use.</p> <p>* Model taking notes during research. (This is the process that the teacher will follow using a few guided questions over the next three days). Explicitly show how to record sources used and how to paraphrase information.</p> <p>* Model and example of a presentation. Practice “grading” it with using the rubric. Clarify expectations.</p> <p>* Provide assistance as needed while students are working on research and their projects.</p>	<p>* Work in pairs/groups to identify their country on a map.</p> <p>* Learn a song about latitude and longitude. Practice the skill using the latitude and longitude game. View continents map, and then identify which continent their country is found on as well as the latitude/longitude for it.</p> <p>* Record research information from guiding questions below using a variety of tools (paper/pencil, Evernote, or whatever note taking app they are comfortable with using).</p> <p>-What is the name of the country you are researching? -What is the capital of this country? -What is the major language spoken there? -Can you find a map of this country? -What is the latitude and longitude of the city and country you have chosen? Latitude and Longitude: -What continent is this country is found on? -What physical features is this country known for (landmarks, landforms, bodies of water)? -What famous events or people came from this country? -What makes this city/country special? (Choose at least two of the following topics: clothing, holidays, food, music, religion, money, or government).</p> <p>*Create presentations based on this information.</p>	<p>Students will identify their country on a map.</p> <p>Identify the latitude, longitude, and continent (report in Socfrative)</p> <p>Research notes</p> <p>Final presentations</p>	<p>m.socrative.com</p> <p>Latitude and Longitude game</p> <p>Latitude and Longitude song</p> <p>Map key activity</p> <p>Map of continents</p> <p>Websites for research: Site 1 Site2 Site 3 Site 4 Site 5 Site 6</p> <p>Google Earth</p> <p>BYOT options: (This list is not all inclusive. These are simply some of the choices a child may decide to use). Storykit My Story Puppet Pals Toontastic Skitch Wixie</p>
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Closure & Reflection	<p>* View each pair's presentation. Score using presentation rubric.</p> <p>* Lead a class discussion with the students about the project. Guiding questions: What were some of your favorite parts of doing this project? What are some things that you'd like to do better on your next presentation? What did you learn about other countries after completing this project?</p>	<p>Students will complete a self evaluation form.</p> <p>Students will view each other's presentations. They will each fill out a peer evaluation form based on the presentations they viewed.</p> <p>Answer these questions on Today's Meet on the last day: -What were some of your favorite presentations to view? What did they include that made it one of your favorites? -What makes a country special?</p>	<p>A peer evaluation form</p> <p>Participating in Today's Meet</p>	<p>BYOT presentation rubric</p> <p>Self evaluation form</p> <p>Peer evaluation form</p> <p>Today'smeet.com</p>
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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?)

Math (introduction): Group 1 (needs more practice on skills we are learning in class) - check addition and subtraction of one and two digit numbers, rounding to the nearest 10. Group 2 (on target/proficient with what we are learning in class) - check addition and subtraction of two and three digit numbers, rounding to the nearest 10 and 100. Group 3 (exceeding what we are learning in class) - check addition and subtraction of three and four digit numbers, rounding to the nearest 10, 100, and 1,000.

Read aloud portions of the text when students are unable to read/understand the text on their own
 Provide advance organizer with key words and concepts
 Allow students to dictate input
 Students will choose presentation format to accommodate their various learning styles/abilities.
 Assist students as needed with content and to make sure that students are working collaboratively
 To enrich students, pairs will come up with additional guided questions to include in their presentations.

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?)