# Performance Task Plan

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| **Title** | The Earth, Moon, and Sun in our solar system |
| **Grade** | 2nd |
| **Time Line** | 3 weeks |
| **Designer(s)** | Penny Latimer |

**Project Sketch**

Students will create presentation to demonstrate their understanding about the motions of the Earth, Sun and Moon.

## Instructional Focus

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| **Compelling Question:** | How may I create Word Story problems or a game to ask and answer questions about the motions of the Earth, Sun and Moon to demonstrate my knowledge about the topic? |

**Standards**

| ***Focus*** | ***Complementary*** | ***NETS-s*** |
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| S2E2 | ELACC2RI1<br>ELACC2RI4<br>ELACC2RI5<br>ELACC2W6<br>ELACCSL1 | NETS- s 1a<br>NETS –s 2a<br>NETS –s 6b |

## Assessment (Milestones)

| ***Diagnostic*** | ***Formative*** | ***Summative*** |
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| Assess students' background knowledge by developing and checking their KWL chart. | Teacher observes as students makes notes on KWL chart of knowledge.<br><br>Discuss questions and game ideas with students.<br><br>Classroom discussions on Socrative about moon and sun facts. | Final project – use rubric to assess. |

## Instructional Plan

**Introduction**

| ***Teacher Role*** | ***Student Role*** | ***Milestones*** | ***Resources/Materials*** |
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| Prepare KWL chart and facilitate the brainstorming process with the whole group. What do we know about the solar system?<br><br>Read various books about the solar system and model adding notes to our Learning section of KWL.<br>Check for misconceptions in the Know section.<br><br>Introduce content through books, flip charts, Gizmos and class discussions. Introduce vocabulary (orbit, gravity, rotation, revolution) | Brainstorm what they "know" about the solar system.<br><br>Students set up their individual KWL chart in the Science journal or on their device. | Individual KWL charts | *BYOT options:*<br>Brainstorming and note-taking apps such as Idea Sketch, Evernote, iBrainstorm, Inspiration, Note Ledge, Doodle Buddy, etc. |

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| **Instruction & Activities** | **Week 1 and 2**<br>Teaching the specific content in regards to standard S2E2 (motions of the Earth, moon and sun in our solar system; describes rotation and revolution).<br><br>Show students features of apps that can be used throughout the unit.<br><br>Show Gizmo of phases of the moon through the rotation around the Earth.<br><br>Set up shadow experiment to share information about the Earth's orbit. Determine how shadows change through the day. Go outside each hour and trace one student's shadow each hour to see how it changes.<br><br>Show students various tools for research to help them "discover" learning on their own. (pebblego.com)<br><br>Correct common misconceptions of students regarding the moon, sun and Earth (i.e. The sun moves across the sky, The moon shines by its own light, etc.)<br><br>Prepare materials for students to make a flip book of phases of the moon.<br><br>Prepare materials for students to make "Oreo phases" of the moon.<br><br>**Week 3**<br>Explain the final project and expectations for it (rubric). Discuss project and have students begin working on project.<br><br>Assists students with research and final project. | Take notes in Science notebook or on devices through the reading of the stories, Gizmo, and flip charts.<br><br>.<br><br>Make predictions, observe and record information during the Shadow experiment.<br>Discuss and come up with conclusions after the experiment regarding the earth's movement.<br><br>Take notes on information discovered in pebblego.com (research).<br><br>Create flip book of phases of moon. Name phases and match pictures with name of phase and put the phases in order.<br>Make Oreo cookie moon phases.<br><br>Conduct further research to help gather information for the project.<br><br>Students use information from KWL, notes taken during instruction and information gathered during pebblego.com research to create a game or word story problem book. | Notes<br><br>Final "check-in" with the teacher. Formative feedback given before students begin final projects. | Sun Up, Sun Down<br>By Gail Gibbons<br><br>Gizmo- phases of the moon<br><br>Apps-StoryKit, Comic Touch Lite, Wixie<br><br>The Moon<br>By Martha Rustad<br>The Sun<br>By Marth Rustad<br>The Moon<br>By Margaret Goldstien<br>The Sun<br>By Margaret Goldstein<br><br>The Magic School Bus in the Solar System<br><br>Georgia Science textbook<br><br>Flip chart about moon<br>Flip chart about sun, moon and Earth.<br><br>Pebblego.com<br><br>Oreos – to make moon phases.<br><br>Flip book of moon phases |

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| **Closure & Reflection** | Observe students as they complete project. Allow students to share projects and "play" the newly created games.<br><br>Get feedback from students in regards to what their favorite part of the unit was, what could we do differently, etc. | Finish their project and "play" each other's games. Self assess their work using student checklist. | | *BYOT Options:*<br>Presentation apps Doodle Buddy, Skitch, My Doodle Game, My Story, Educreations, 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? )*

Provide additional support to ESOL students who may struggle with vocabulary in this unit or have trouble forming questions. Challenge students to ask higher level questions in their games.
Address different learning styles in the learning process by offering visual (flip charts and Gizmos), tactile (shadow experiment, Oreo moon phases), and auditory (stories being read and pebblego.com information being read) experiences for students.

**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? )*