



Performance Task Plan

Title	Figurative Language Project
Grade	5 th
Time Line	2 weeks
Designer(s)	Shanna Rome

Project Sketch

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

Students will use digital tools to locate and learn elements of figurative language from a variety of online sources. They will apply and demonstrate their learning in a creative and engaging way by creating a digital presentation using an app or program of their choice.

Instructional Focus

Compelling Question:	<ul style="list-style-type: none"> * Can I locate, organize, analyze, and synthesize information related to elements of figurative language from a variety of online resources? * How can I demonstrate my learning of elements of figurative language in a creative and engaging way using digital tools?
-----------------------------	--

	<i>Focus</i>	<i>Complementary</i>	<i>NETS-s</i>
Standards	<p>ELACC5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>ELACC5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>ELACC5SL1: Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience</p> <p>ELACC5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p> <p>ELACC5W6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing</p> <p>ELACC5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>ELACC5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>ELACC5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>1. Creativity and Innovation Students:</p> <p>a. apply existing knowledge to generate new ideas, products, or processes.</p> <p>b. create original works as a means of personal or group expression.</p> <p>2. 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>3. 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> <p>4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:</p> <p>b. plan and manage activities to develop a solution or complete a project.</p>



Performance Task Plan

Assessment (Milestones)

Diagnostic	Formative	Summative
<p>I will collect a short, handwritten assessment of what elements of figurative language students already know. Can they provide both a definition and an example for the following 5 elements: idiom, simile, metaphor, hyperbole, personification?</p>	<p>Throughout the week, students will be assessed informally at various stages of the project:</p> <ol style="list-style-type: none"> 1) Did students watch the videos provided in the at-home assignment and take sufficient notes to support their learning of the elements of figurative language? Homework will be checked for completion and thoroughness. 2) What digital tool(s) and application or program will students use to demonstrate their learning & complete the project? 3) If a script is needed for the presentation, does it include all elements necessary in order to successfully complete the project? 4) I will provide guidance and monitor progress of student use of technology & monitor students' ability to problem solve, work cooperatively, and complete the work throughout the week. 	<p>Figurative Language technology project completed as per the guidelines on the rubric.</p> <p>Students will also self-evaluate based on the student grading rubric.</p>

Instructional Plan

	Teacher Role	Student Role	Milestones	Resources/Materials
Introduction	<ul style="list-style-type: none"> * Give pre-assessment. * Research & determine best videos and podcast for students to learn the material at home (Flipped Classroom Model) * Post assignment (project plan) on Edmodo . * Explain first night's assignment to students and set expectations for the homework. * Provide internet access and access to videos to students who cannot access at home. 	<ul style="list-style-type: none"> * Read through assignment as posted on Edmodo. * Watch 2 videos and listen to 1 podcast that gives information on elements of figurative language. * Students may also do their own research and use their own resources to locate the information. * Take notes and provide a definition and example of each type of figurative language. Bring this to school completed. 	<p>Homework will be checked for completion and thoroughness.</p>	<p>Elements of Figurative Language</p> <p>Simile, Metaphor, Personification</p> <p>Grammar Girl Podcast</p>
Instruction & Activities	<ul style="list-style-type: none"> * Provide clear instruction and set expectations for completion of the project, including review of the grading rubric. * Have student choose groups as soon as I see that the homework has been done. ITS will come into class to show and describe various digital tools students can choose from for their projects. * Provide guidance throughout the process, and help student problem-solve. 	<ul style="list-style-type: none"> * Come to class prepared. * Work collaboratively with group members, engage in group discussions, provide ideas and be open to the ideas of others, and ask questions as needed. * Follow the guidelines of the project and add own creativity and ingenuity! * Post completed product onto Edmodo. * Share projects with classmates via an in-class showcase. 	<p>Complete a script with all required elements.</p> <p>Choose digital tool(s) and applications to demonstrate understanding.</p> <p>All members must contribute to the project.</p>	<ul style="list-style-type: none"> * Student device options: Skitch, EduCreations, ScreenChomp, Story Kit, My Story, etc * School devices: Wixie, Power Point, Photostory, Movie Maker, Pixie3. * Assignment and grading rubric posted on Edmodo.



Performance Task Plan

Closure & Reflection	<ul style="list-style-type: none"> * Grade project & presentation of learning according to grading rubric. * Allow students to self-assess using the grading rubric and compare my grades with theirs for a final grade. *Provide constructive feedback using “2 stars and 1 wish.” * Reflect on project, and make notes for what to add, delete, or do differently next time. *Also, consider setting up a Wiki for figurative language for future use. 	<ul style="list-style-type: none"> * Self-evaluate using the grading rubric. Also, students will evaluate how well they worked with group members. * After presenting project to classmates, consider how we can share their projects with a larger audience. Ideas: share with younger classes, share on Shark Watch News, or share with shipmates. Students can help decide. 	<p>Self Assessment Rubric</p> <p>Final Project Rubric</p>
---------------------------------	---	--	---

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?)

- * A variety of resources are available for students to use during this project, including videos, podcasts, and digital apps. Students are given the choice on how to learn the material. They can choose the best method for them.
- * I will also provide small group and one-on-one review sessions for students who did not adequately complete the initial work, ensuring that they learn the material before starting on the project.
- * Students will work in heterogeneous groups in order to foster learning. Students will help teach each other what they may not understand.
- *Students will be provided with technology if they don't have their own devices and access to online resources at school.
- * Students are given many choices and can really take this project as far as they would like. Some will be more basic and straight forward, while others will demonstrate out-of-the-box thinking that we expect from students. Regardless, all students are given the opportunity to demonstrate high-level thinking, creativity, and apply their knowledge in creative ways.

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?)

- * Provide student self-evaluation at the beginning of the project. This idea came late into the project.