Performance Task Plan

Title	**Seeing is Believing: Using Google Earth to Improve Learning**
Grade	Using standards-based, integrated, cross-curricular lessons the students will locate major topographical features of the earth's surface.
Time Line	
Designer(s)	Laura Serra and Stephanie Buquoi

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

Part 1: Students will travel on a Scavenger Hunt using Google Earth. Students will work together in groups to locate the seven continents and four major oceans in the world. They will identify and label the continents and oceans using Skitch and Evernote apps.
Part 2: Students will be creating Play Dough Landform Islands. Students will develop an awareness of landforms worldwide and learn the key characteristics of the landforms.
Part 3: Students will use iTalk to describe the attributes of their Play Dough Landforms.

Instructional Focus

Compelling Question:	What if all landforms were the same?

	Focus	*Complementary*	*NETS-s*
Standards	**SS1G2** The student will identify and locate his/her city, county, state, nation, and continent on a simple map or a globe. a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia. b. Locate the major oceans: Arctic, Atlantic, Pacific, and Indian. Introducing landforms (mountains, deserts, valleys, plains, plateaus, and coasts) as we encounter them on our Google Earth tour.	**ELACC1RI7**: Use illustrations and details in a text to describe its key ideas. **ELACC1SL2**: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **ELACC1SL5**: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. **ELACC1RL5**: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. **ELACC1RI5**: Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text. **ELACC1RI9**: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **ELACC1W2**: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **ELACC1W6**: With guidance and support: from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **ELACC1W6**: With guidance and support: from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **ELACC1W8**: With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question. **ELACC1SL1**: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	**1. Creativity and Innovation:** a. apply existing knowledge to generate new ideas, products, or processes. b. create original works as a means of personal or group expression. c. use models and simulations to explore complex systems and issues. **2. Communication and Collaboration** a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. b. communicate information and ideas effectively to multiple audiences using a variety of media and formats. d. contribute to project teams to produce original works or solve problems. **3. Research and Information Fluency** a. plan strategies to guide inquiry. b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks. d. process data and report results **6. Technology Operations and Concepts**: a. understand and use technology systems. b. select and use applications effectively and productively. c. troubleshoot systems and applications. d. transfer current knowledge to learning of new technologies.

Performance Task Plan

Assessment (Milestones)		
Diagnostic	*Formative*	*Summative*
What do we know or wonder about the seven continents, the oceans, and all the major landforms that are located on the Earth.	* Can the students use Google Earth to find the continents? * Are the students able to work on cooperative teams to help each other with their individual devices? * Can the students use the screen shot tools on their devices to photograph projects and insert them into their Evernote files?	* What landforms can we find on our Earth? * How do our landforms affect our daily lives? * Students create digital presentation to demonstrate their understanding. * Landform models photographed and labeled using skitch and then added to their Evernote portfolios? * Play dough landform islands photographed and labeled (writing where will they live on their island and how will it affect their daily lives).

Performance Task Plan

		Instructional Plan			
	Teacher Role	**Student Role**	**Milestones**	**Resources/Materials**
Introduction and Activities	The teacher will model the use of the Google Earth Tour, Skitch app, ShowMe app and Evernote. The teacher will show the students a globe and a map. The teacher will discuss the difference between a map and a globe. The teacher will tell the students that different colors on the map stand for (or symbolize) different features on the Earth. The color blue usually stands for water. The large blue areas are the oceans of the world. The teacher will show the location of the oceans on the map, globe, and relate them to Google Earth. The teacher will show the brown and green areas on the Google Earth Map. These green/brown areas stand for or symbolize the land. Each large land mass is a continent. The teacher will: Provide additional opportunities for students to master these skills and concepts through the use of literacy centers. Provide differentiated small group instruction as needed. Provide guidance for basic computer usage. Explore all digital tools. Model using digital tools for data collecting. Model how to take a screen shot, save to the camera role, and insert into Skitch. Model how to label the major oceans and landforms in Skitch and the maps in Showme. Model how to insert the slides into Evernote.	***Prior Knowledge Activity:*** As a class, make a gigantic Earth out of butcher paper. Cut out the shapes of each continent. As a class paste the continents on the Earth. Then, locate the oceans and write the names of each. Extension: Locate the Prime Meridian, Equator, and the Cardinal Directions ***Scavenger Hunt with Google Earth (access the .kmz file):*** Each destination is represented by a color. Each student will need the following number of stickers for the continents: 2 yellow, 2 blue, 1 white, 1 green, 1 red (stickers should have enough room for their name, initials, or class number) and the following star stickers for the oceans: 1 green, 1 yellow (gold), 1 red, 1 blue. Each destination on Google Earth has a short fact about it and directions for which sticker to put on the gigantic paper model of the Earth (created during the prior knowledge activity). As students "travel" to visit the place marks within the Goggle Earth activity, they read about each continent or ocean. Then they must take the appropriate sticker and physically place it on the paper model of Earth. Read Tulip Sees America by Cynthia Rylant. Stop and discuss landforms in the book. Identify and describe landforms (mountains, deserts, valleys, plains, plateaus, and coasts). Students will have Google Earth to type in the states as we travel through the book looking for the various landforms. The students will take screen shots as they travel to later label in Skitch. Students will use their devices to research landforms and view photographs that were inserted. The students will create Play Dough landforms and use iTalk to describe landform attributes.		Google Earth Skitch app Evernote Showme app Puppet Pal app Wall map of the Earth Stickers for the continents and oceans Homemade play dough Plates for landforms Maps of the continents and oceans Social Studies books Tulip Sees America by: Cynthia Rylant Me on the Map by Joan Sweeney Mapping Penny's World *Where Do I Live?* by Neil Chesanow Maps and Globes (Reading Rainbow Book) by Jack Knowlton and Harriet Barton

Performance Task Plan

Closure & Reflection	Teacher will provide opportunities for students to teach other classrooms and serve as role models as we implement BYOT school wide. Teacher will assist the students in inserting their work into their online portfolios and the website for the world to see. ☺	Students will do a t-chart reflection of all the devices and how they were used within the various tasks. We will talk and reflect on effectiveness of BYOT tools. Students will upload their iTalk, Puppet Pal recordings to Evernote.		

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 have the opportunity to select their landform based on inquiry. Students will use the Play Dough to create their island in a small group setting and discuss the attributes among classmates. Students will use iTalk to describe features of their selected landform.

Teacher Reflection/Notes

Throughout the project, I had to learn and teach students how to use a variety of devices and how to manage the activities in the classroom. My classroom management technique altered positively to accommodate BYOT. Going forward, the students will be more independent when utilizing their devices. I will continue to implement technology in my classroom.