# Performance Task Plan

| | |
|---|---|
| **Title** | It's All in Your Perspective |
| **Grade** | 4th |
| **Time Line** | 1 week |
| **Designer(s)** | Scott Gaglione |

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

Students will use their knowledge about the 8 moon phases to create a comic strip. They will impersonate either the sun, the moon, or Earth and write a "personal experience" comic strip from the perspective of their character to explain how the phases change with time.

## Instructional Focus

**Compelling Question:** Would your location change your perspective of each moon phase?

| | *Focus* | *Complementary* | *NETS-s* |
|---|---|---|---|
| **Standards** | **S4E2.** Students will model the position and motion of the earth in the solar system and will explain the role of relative position and motion in determining sequence of the phases of the moon.<br>b. Explain the sequence of the phases of the moon.<br><br>**S4CS5.** Students will communicate scientific ideas and activities clearly.<br>a. Write instructions that others can follow in carrying out a scientific procedure.<br>b. Make sketches to aid in explaining scientific procedures or ideas.<br>c. Use numerical data in describing and comparing objects and events.<br>d. Locate scientific information in reference books, back issues of newspapers and magazines, CD-ROMs, and computer databases. | **ELACC4L2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.<br><br>**ELACC4L6:** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and words and phrases basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation). | 1. **Creativity and Innovation:** students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.<br>2. **Technology Operations and Concepts:** students demonstrate a sound understanding of technology concepts, systems, and operation. |

## Assessment (Milestones)

| *Diagnostic* | *Formative* | *Summative* |
|---|---|---|
| Moon phase sorting cards | Moon phases Gizmo | Completed comic strip (rubric) |

# Performance Task Plan

| Instructional Plan | | | | |
|---|---|---|---|---|
| | *Teacher Role* | *Student Role* | *Milestones* | *Resources/Materials* |
| **Introduction** | Lead hands-on activity<br><br>Ask guiding questions<br><br>Share final project rubric and review the steps for the unit | Actively participate in hands-on activity<br>Work with other members of group to complete activity<br>Ask/answer questions as necessary | Moon phase sorting cards | Styrofoam balls, lamp, butcher paper to cover walls<br><br>Exploring the Moon Phases Lesson plan |
| **Instruction & Activities** | Introduce the Gizmo<br><br>Provide assistance as needed as students complete the Gizmo activity.<br><br>Display rubric, seek questions from students regarding rubric, expectations. | Explore the phases of the moon in interactive Gizmo (Phases of the Moon). Complete the activity sheet provided.<br><br>Read, understand rubric<br>Complete comic strip story board | Completed Gizmo activity<br><br><br>Comic Strip storyboard<br><br>Completed comic strip | Moon Phases Gizmo<br><br>Student Activity sheet<br><br>Computers, BYOT<br><br>Comic Strip story board<br>*BYOT options:*<br>Comic Touch<br>Wixie<br>Story Kit<br>Story Maker<br>iMovie<br>Pinnacle Studio |
| **Closure & Reflection** | Introduce the 2 Stars and a Wish form<br><br>Model completing the form for someone else's project, including appropriate constructive criticism. | In the media center, students will share their projects on a desktop computer.<br><br>Students will read a few comic strips, and fill in the 2 Stars and a Wish form.<br><br>After reviewing the completed forms, the students will each write a reflection, using guiding questions, in their digital portfolio about their project. | 2 Stars and a Wish Form<br><br>Completed reflection posted in digital portfolio on Wikispaces | 2 Stars and a Wish form<br><br>Guiding questions |

| **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? )* |
| I will differentiate this activity by allowing the students to select both the perspective from which they are writing their comic strip, to the freedom to choose the method of creating and displaying their comic strip. |
| **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?  )* |
| |