

Performance Task Plan



Title	Reasons for the Seasons		
Grade	Second Grade		
Time Line	4 weeks (including content lessons)		
Designer(s)	Bethany Taylor, Cindy Smith, Jessica Rogers		
Project Sketch (a short summary of the unit including expected/possible products)			
Students will demonstrate their knowledge of how the sun causes changes in the Earth (position of the sun, shadows created, length of day and night, how living things adapt to changes).			
Instructional Focus			
Compelling Question:	How does the sun affect the lives of living things?		
Standards	Focus	Complementary	NETS-s
	S2E2 S2E3	ELACC2RI3 ELACC2W6 ELACC2RI8 ELACC2W7 ELACC2RI5 ELACC2W8 ELACC2W5	NETS-s 1b NETS-s 2a NETS-s 6b
Assessment (Milestones)			
Diagnostic		Formative	Summative
Chalk Talk Socratic Discussion on background knowledge		Folder of notes to be checked by teacher Observations of surroundings made by students throughout unit Conferring with teachers to discuss project progress and prewriting	Final Project (Rubric)

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Instructional Plan				
	Teacher Role	Student Role	Milestones	Resources/Materials
Introduction	<ul style="list-style-type: none"> - Introduce the compelling question to students. - Complete “Chalk Talk” or Socratic discussion to have students brainstorm information they already know about the topic 	<ul style="list-style-type: none"> - Participate in discussion. 		<ul style="list-style-type: none"> - Socratic - Required Apps: PuppetPals, Toontastic, Songify, Imovie, ShowMe, ComicTouch
Instruction & Activities	<p style="text-align: center;">Week 1 and 2</p> <p>Teach two weeks on basics of science specific content:</p> <ul style="list-style-type: none"> - Week 1: Changes in the Earth’s surroundings S2E3; Can use Magic School Bus Explores the Senses to discuss being an observer with the five senses. Go outside to make observations. - Week 2: Position of the sun, shadows, day and night S2E2. Use websites from Nettrekker. Bill Nye Video about Earth’s Seasons. <p>Teach/Introduce apps to students:</p> <ul style="list-style-type: none"> - PuppetPals, Toontastic, Songify, Imovie, ShowMe, ComicTouch <p>Teach/Introduce Wiki Spaces as well to use during research and final reflection. This will have their guiding questions to help them during research.</p> <p style="text-align: center;">Week 3</p> <p>Teacher will model script writing and conference with groups of students to check progress.</p> <p style="text-align: center;">Week 4</p> <p>Teacher will conference with students to see progress of project and help as needed.</p>	<p style="text-align: center;">Weeks 1 and 2</p> <p>Students complete research for 3 – 4 days to find information that will support their learning. Use the internet and books as resources as well as the guiding questions sheet to help.</p> <p style="text-align: center;">Week 3</p> <p>Students work in small groups of three for 3-4 days to create scripts or props for their final project. During this time student groups will meet with teacher to discuss their ideas</p> <p>Students begin using app of their choice to create their final project reflecting their understanding of the compelling question.</p> <p style="text-align: center;">Week 4</p> <p>Continue creating projects if needed.</p>	<p>Notes from research that will be posted on Wiki for each group</p> <p>Prewriting</p> <p>Final Script</p>	<p>Forsyth.wikispaces.net Pebblego.com for research Guiding Questions sheet for research Bill Nye Video Rubric for final product</p> <p>Journey North Migration Route Map Seasons Video Tour Shadows During Seasons How the Earth's Axis affects seasons</p> <p><u>Books</u> -What Makes Day and Night by Fanklyn M. Branley -What Happens in Winter? By Sara L. Latta -How Do You Know it's Summer? By Allan Fowler -How Do You Know it's Winter? By Allan Fowler -How Do You Know it's Fall? By Allan Fowler -Seasons Go 'Round by Jason Glaser -Seasons Fall by Ann Herriges -When Autumn Comes by Robert Maass -Our Seasons by Grace Lin and Ranida T. McKneally</p>

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Closure & Reflection	<p>Observing and assessing students during final presentations. Teacher will complete “two stars and a wish” for each group presentation.</p> <p>Send final reflection question to students in Edmodo.</p>	<p>Presenting and viewing final products. Students will also complete “two stars and a wish” for each group project.</p> <p>Final Reflection – Students will answer reflection question in Edmodo or on the Wiki Space: “After viewing all the projects, what do you feel is the most important concept you learned about the sun?”</p>	<p>Students reflection answers</p> <p>Final Project</p>	<p>Edmodo</p> <p>Devices with final projects</p>
	<p>Differentiation <i>(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></p>			
<p>Students will be able to choose which season they would like to represent, what point of view (object) they will be speaking from, and how they choose to present their final product.</p> <p>Mixed ability grouping of students to support each other throughout the project.</p>				
<p>Teacher Reflection/Notes <i>(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?)</i></p>				
<p>Next time, it might be a good idea to do a whole lesson or two on what research is and how to find information in a small text. Some students had a bit of trouble using the website to locate information.</p> <p>It would be better for students to just record answers on devices or recording sheet rather than on the wiki. However, a wiki space could be used to have students reflect on their projects.</p>				