Performance Task Plan

Title	Weather Forms
Grade	First Grade
Time Line	4 Weeks
Designer(s)	Stephanie Buquoi

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

The students will research and design a project on a form of weather.

Instructional Focus

Compelling Question:	What if there was only one type of weather?

	Focus	*Complementary*	*NETS-s*
Standards	**S1E1** Investigates weather and climate: Makes, describes, and records observations about weather using weather instruments and correlates weather data to seasonal changes **ELACC1SL1**: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in a small and larger group. **ELACC1SL5**: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. **ELACC1SL4**: Describe events with relevant details, expressing ideas clearly.	**ELACC1RL1**: Asks and answers questions about key details in a text. **ELACC1RF1**: Recognize the distinguishing features of a sentence. **ELACC1RI2**: Identify the main topic key details of a text. **ELACC1RI7**: Use illustrations and details in a text to describe its key ideas. **ELACC1ARI9**: Identify basic similarities in and differences between two texts on the same topic. **ELACC1RI10**: With prompting and support read informational texts appropriately complex for grade 1. **ELACC1W5**: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **ELACC1W8**: With guidance and support from adults, recall information from experiences to answer a question. **ELACC1L1**: Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking. **ELACC1L2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **ELACC1L4**: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies. **ELACC1L5**: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	**1. Creativity and Innovation**: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. **2. Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. **3. Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use information. **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. **5. Digital Citizenship :**Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. **6. Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems, and operations.

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Assessment (Milestones)		
Diagnostic	*Formative*	*Summative*
Students will collaborate to fill out a class bubble map on what they already know about weather (background knowledge).	Students will use graphic organizers to record information that they have researched based on the essential questions.	Students will use Socrative to answer questions about weather.

Instructional Plan				
	Teacher Role	*Student Role*	*Milestones*	*Resources/Materials*
Introduction	*Teacher will guide a collaborative discussion about weather (KWL). * Explain the timeline and the purpose of the project and help students plan theirs. Concentrate on having the end in mind.	Students will think and discuss their experiences with different types of weather. Get in small groups to collaborate on the format and plan for a project.		*BYOT options:* Note-taking apps such as Evernote, Notes, Note Ledge, Doddle Buddy, etc. Brainstorming apps such as iBrainstorm, Inspiration, Idea Sketch, IBrainStormer, etc.

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Instruction & Activities			
* Show examples of a variety of forms of weather (Livebinder.com).	* Develop questions that will guide them to gather information on weather forms. Choose six forms of weather they would like to learn more about through class projects. Select one weather form to research, design, produce, and present to an audience.	Choose a weather form based on interest.	Livebinder.com BrainPop BrainPop Jr. PebbleGo.com Netrekker Research Books YouTube
* Guide students to use research tools to find information about the weather form they chose.	* Collaboratively develop 5 essential questions for their research.	List 5 essential research questions about weather forms	*BYOT options:* Ghostwriter Greenscreen Story Kit Google Earth Weather Channel
* Conference with each group to assess their understanding of the selected weather form.	* Work in groups of 4 using a variety of resources such as informational books and online resources to gather information on their weather form.		
* Review research graphic organizer with each group to assess that the essential questions have been answered (group conferencing).	* Use graphic organizers to record information that they have researched based on the developed essential questions.	Graphic organizer with research notes	Essential questions checklist
* Review a variety of ways to turn the information into a presentation (which application and device would be best to present their weather form).	* Brainstorm and write how to present their project and decide what role each group member will be responsible for.	Plan for developing the final project.	Project planning sheet
* Monitor and conference with each group as they develop their final weather form project (formative feedback).	* Develop their weather form project. Edit their weather form projects. Present their weather form project.		

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Closure & Reflection	* Provide an opportunity for the students to share their weather form presentations to a variety of audiences (students, parents, teachers, school news). * Develop a quiz on Socrative to measure the student's knowledge of each weather form.	* Students will have the opportunity to provide feedback on each presentation. Students will discuss in their small group what they enjoyed about the weather form project and what they may have done differently to make it better.		

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 determined their weather form based on inquiry. Students collaborate in small focus group to determine how they will present their weather form research. Each student has a specific role when creating the final project and all students must come together to complete the project. Students have freedom to choose how they gather the information and how they document their findings.
Teacher will be providing necessary support based on formative assessments (observations, group conferences).

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?)

Throughout the project, I had to teach students how to research and use their devices because it is so early in the school year. I look forward to designing a project in which they can make more inquiry based choices when working on a project.