

Performance Task



Title	River of Words Project
Grade	4th
Time Line	One month (groups meet one day a week)
Designer(s)	Anita Glover

Project Sketch

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

Students will learn about the watershed in their community (Chattahoochee River) and how problems (human or nature interaction) can affect its ecosystem. The students will analyze why different problems occur in other places, solve them, and propose a way to avoid the same problems in the future by making the public aware of them. Students will present their proposals to classmates and Elachee and Chattahoochee Nature Centers. Students will create a poem and art piece based on an object (plant, animal, water system (lake, stream, river, creek), or inanimate object found in the Chattahoochee River watershed. These will be submitted as entries to the Georgia 2013 River of Words project by November 1, 2013.

Instructional Focus

Compelling Question:

How can environmental changes (human or nature interaction) affect the Chattahoochee River Watershed ecosystem?

	Focus	Complementary	NETS-s
Standards	<p>ELACC4W7: Conduct research projects that build knowledge through investigation of different aspects of a topic.</p> <p>ELACC4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>S4CS6 Students will question scientific claims and arguments effectively.</p> <p>S4CS8. Students will understand important features of the process of scientific inquiry.</p> <p>S4L1c. Students will describe the roles of organisms and the flow of energy within an ecosystem.</p>	<p>ELACC4RI3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>ELACC4SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>ELACC4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>ELACC4W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>Creativity and Innovation</u> Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology</p> <p><u>Communication and Collaboration:</u> 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.</p> <p><u>Research and Information Fluency:</u> Students apply digital tools to gather, evaluate, and use information.</p> <p><u>Critical Thinking, Problem Solving, and Decision Making:</u> Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p>

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Instruction & Activities

Poetry Unit

- Activity 4 from ROW book
- Choose music for free write
- Define free write with [Flipchart](#)
- Model free writing and creating a poem from thoughts
- Use [flipchart](#) to introduce types of poems with models

Watershed Problem Research

- Introduce fictitious problems in Chattahoochee Watershed from [Wikispaces](#)
- Set up workspace for students in Wikispaces
- Model collecting resources for bibliography
- Model key word search
- Mini-lesson review of writing a business email or letter using opinion writing
- Model opinion writing using evidence to support ideas
- Model Public Awareness to problems in the environment
- Class brainstorms ideas in presenting a public awareness piece
- Monitor student work on public awareness presentations

- Students listen to music and write freely about nature
- Use writing to form a free verse poem
- Students share poems
- Students choose a nature topic and write model poems of reviewed poems
- Choose topic from River of Words Project to write poem of choice
- Create an art piece reflecting the poem

- Students choose a team of 3 and choose a fictitious watershed problem from [Wikispaces](#) to research
- Students use BYOT or computers to research using safe hot list in a shared drive or in folder of Edmodo
- Students also use Nettekter for safe research
- Take notes on note taking app or word document
- Group works together in creating a letter or email through opinion writing using researched evidence to form a basis for support of their ideas
- Students work together to brainstorm who their target audience is and the best way to present their case of a watershed problem, how it occurred, and how to prevent it in a digital public awareness presentation

Write 3 poems from music

Write a haiku, couplet poem, list poem, and limerick on same topic

Write poem and create an art piece for River of Words Project

Take notes on watershed

Notes on real problem that can occur in nature

Collect websites' links for bibliography

Write opinion email or letter

Write script for public piece

Finish digital public awareness piece

<http://www.riverofwords.org/pdfs/ROWteachingguide.pdf>

Literature used:

River by Jia Peng

FangPrelude a l'après midi d'une faune by Debussy

A River Flows in You by Yiruma

Ride of the Valkyries by Wagner

[Wiki](#)

[Edmodo resources](#)

www.nettrekker.com

[Poetry in Music Free Writing flipchart](#)

[Poetry Introduction Flipchart](#)

BYOT Options: note-taking apps and brainstorming apps such as Evernote, Idea Sketch, Note Ledge, iBrainstorm, Sticky Notes, etc.

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Closure & Reflection	<ul style="list-style-type: none"> Set up student digital displays for viewing by class Notify two nature centers (Elachee and Chattahoochee) to send the top student presentations for their evaluation and commentary on student work 	<ul style="list-style-type: none"> Students set up their devices or computers so that others may walk around and view the presentations Each student group will write 2 shout-outs and a wish for each viewed project Students will collect viewers' comments and discuss in their groups Each group will write a reflection on the process reaching a consensus of what was good, what needed work, and what they will do next time 	<p><i>BYOT choices:</i> Green Screen iMovie My Doodle Game Wixie Voice Thread</p>
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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 choose groups and watershed problem
- Students have a choice of writing a poem as a free write piece, haiku, couplet, list poem, tanka poem, or limerick
- Students choose to use BYOT or classroom computers for research
- Students have a choice in topic for poem and art piece
- Students have a choice of product in presentation of public awareness
- Research hot list was made available for home use through Edmodo

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?)

One redo I see (in the middle of the project) is to review the research process before we actually begin researching. I had assumed that the gifted students knew the process of research but found out quickly that I had to stop their research and model "How" to research.