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?

Standards

Focus	*Complementary*	*NETS-s*
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. b. Explain the sequence of the phases of the moon. **S4CS5.** Students will communicate scientific ideas and activities clearly. a. Write instructions that others can follow in carrying out a scientific procedure. b. Make sketches to aid in explaining scientific procedures or ideas. c. Use numerical data in describing and comparing objects and events. 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. **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. 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)

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Instructional Plan				
	Teacher Role	***Student Role***	***Milestones***	***Resources/Materials***
Introduction	Lead hands-on activity Ask guiding questions Share final project rubric and review the steps for the unit	Actively participate in hands-on activity Work with other members of group to complete activity Ask/answer questions as necessary	Moon phase sorting cards	Styrofoam balls, lamp, butcher paper to cover walls Exploring the Moon Phases Lesson plan
Instruction & Activities	Introduce the Gizmo Provide assistance as needed as students complete the Gizmo activity. 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. Read, understand rubric Complete comic strip story board	Completed Gizmo activity Comic Strip storyboard Completed comic strip	Moon Phases Gizmo Student Activity sheet Computers, BYOT Comic Strip story board *BYOT options:* Comic Touch Wixie Story Kit Story Maker iMovie Pinnacle Studio
Closure & Reflection	Introduce the 2 Stars and a Wish form 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. Students will read a few comic strips, and fill in the 2 Stars and a Wish form. 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 Completed reflection posted in digital portfolio on Wikispaces	2 Stars and a Wish form 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?)*