P R O J E C T O V E R V I E W

Name of Project:	Following Salmon		**Duration:**	3 months
Subject/Course:	Third Grade Science and Social Studies	**Teacher:** Robin Rhyner	**Grade Level:**	3rd grade
Other Subject Areas to Be Included, if any:	Science and Social Studies			

Project Idea **Summary of the issue, challenge, investigation, scenario, or problem:**	After studying Salmon habitats, adaptations, and life cycle, students became especially fascinated by the journey that Salmon make to return to their streams to spawn. The students felt that because Salmon face so many obstacles as they journey to their spawning grounds, that the students wanted to help Salmon.
Driving Question	How can third graders help Salmon?
CCSS to be taught and assessed:	**Science** 3.1L.1 Compare and contrast the characteristics of offspring and parents. 3.2L.1 Compare and contrast the life cycles of plants and animals. 3.3S.1 Plan a simple investigation based on a testable question, match measuring tools to their uses, and collect and record data from a scientific investigation. 3.4D.1 Identify a problem that can be addressed through engineering design, propose a potential solution, and design a prototype. **Social Studies** 3.6. Identify hemispheres, continents and oceans using globes and maps. 3.7. Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes. 3.8. Identify links of land, regions, river systems, interstate highways between Oregon and other states. 3.11. Explain the influence of humans (traders, immigrants, indigenous, current residents) on Oregon's and the Northwest's physical systems. 3.12. Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them. 3.13. Identify how people have adapted to and have changed the physical geography of the community. 3.19. Identify and compare different ways of looking at an event, issue, or problem. 3.20. Identify how people or other living things might be affected by an event, issue, or problem.
Additional Standards to be taught and assessed:	

21st Century Competencies to be taught and assessed:	Collaboration	Students work in groups to complete their projects.	Creativity & Innovation	
	Communication (Oral Presentation)	Students present their ideas to the class. They share their big book with second grade students. They make videos to share with the class.	Other:	
	Critical Thinking			

Major Products & Performances	Group:	The class as a whole produced a website using Wikispaces which they hoped would educate their families about Salmon. The kids decided that "if people know how cool Salmon are they will want to do things that help Salmon and not do the things that hurt Salmon." All students were involved in taking photographs, reading books and articles about Salmon, doing research on the internet, participating in field trips and dissections, completing an observation journal of Salmon eggs developing to fry in the classroom, creating artwork, and completing writing projects about Salmon. Some students created videos. These things were included on the website	**Presentation Audience** **Presentation Audience:** Class School ☐ Class ☐ School ☐ Community: Website that families can view	
	Individual:	Each student completed three to four writing samples about Salmon: directions to dissect a salmon salmon adaptations salmon lifecycles salmon fieldtrip	☐ Experts ☐ Web ☐ Other:	

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Entry Event to launch inquiry and engage students:	Our entry "event" turned out to be the reading of a book called Come Back, Salmon. This book was a nonfiction account of a school that adopted a stream and rehabilitated it until it was appropriate to reintroduce Salmon. My students identified with the students at the school and with the success that they had in rehabilitating the stream. This inspired them to want to do something to help Salmon.

Assessments	**Formative Assessments** (During Project)	Quizzes/Tests--no		Practice Presentations	
		Journal/Learning Log: Observation journals about Salmon developing from egg to fry		Notes	
		Preliminary Plans/Outlines/Prototypes		Checklists	
		Rough Drafts: Using the Write Tools template for planning nonfiction writing.		Concept Maps	
		Online Tests/Exams--no		Other:	
	Summative Assessments (End of Project)	Written Product(s), with rubric: nonfiction writing products produced individually or within groups about salmon life cycles, salmon adaptations, salmon habitats, field experiences, and lab experiences (dissection). Also poetry		Other Product(s) or Performance(s), with rubric:	
		Oral Presentation, with rubric: video production		Peer Evaluation	
		Multiple Choice/Short Answer Test--no		Self-Evaluation	
		Essay Test: writing samples		Other:	

Resources Needed	**On-site people, facilities:**	parent chaperones for field trips
	Equipment:	Aquarium, gravel, pump, chiller, net, buckets, eggs
	Materials:	
	Community resources:	Christine Clapp (Biologist--Salmon Trout Enhancement Program for ODFW) Joseph O'Neill (Senior Technician--Hatchery Research Center in Alsea) Mary Beth Guerena (retired teacher)

Reflection Methods	**(Individual, Group, and/or Whole Class)**	Journal/Learning Log	yes	Focus Group	yes
		Whole-Class Discussion	yes	Fishbowl Discussion	
		Survey	yes	Other:	