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|--|--|--------|--|---------|--|---------|--|---------|--|---------|---|
| Title: | Is there any good use for Kudzu? | | | | | | | | | | |
| Grade(s): | 4 | | | | | | | | | | |
| Subject(s): | Science | | | | | | | | | | |
| Author: | | | | | | | | | | | |
| Overview: | The teacher will pose the question on Wallwisher, “Is there any good use for Kudzu?” (www.wallwisher.com/wall/kudzu11). Student teams will brainstorm collaboratively and post their responses. Responses will be discussed as a whole group. Students will use the RAFT model to answer the question, “Is there any good use for Kudzu?” | | | | | | | | | | |
| Content Standards: | <table border="0"> <tr> <td>SC(4)</td> <td>5. Describe the interdependence of plants and animals.</td> </tr> <tr> <td>TC(3-5)</td> <td>1. Use input and output devices of technology systems.</td> </tr> <tr> <td>TC(3-5)</td> <td>2. Use various technology applications, including word processing and multimedia software.</td> </tr> <tr> <td>TC(3-5)</td> <td>5. Practice safe use of technology systems and applications.</td> </tr> <tr> <td>TC(3-5)</td> <td>12. Create a product using digital tools.</td> </tr> </table> | SC(4) | 5. Describe the interdependence of plants and animals. | TC(3-5) | 1. Use input and output devices of technology systems. | TC(3-5) | 2. Use various technology applications, including word processing and multimedia software. | TC(3-5) | 5. Practice safe use of technology systems and applications. | TC(3-5) | 12. Create a product using digital tools. |
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| Local/National Standards: | | | | | | | | | | | |
| Primary Learning Objectives: | The students will identify what Kudzu is and its uses. | | | | | | | | | | |
| Additional Learning Objectives: | The teams will create a blog, a video, a cartoon, or conduct an interview. | | | | | | | | | | |
| Approximate Duration of Lesson: | 2-3 days (60 minutes per day) | | | | | | | | | | |
| Materials and Equipment: | Books, pictures, and web pages that explain what Kudzu is and its uses. | | | | | | | | | | |
| Technology Resources Needed: | Laptop or desktop computer; video application/camcorder; access to blogging and cartoon making website (http://learnenglishkids.britishcouncil.org/en/make-your-own/comic-strip-maker) | | | | | | | | | | |
| Background/Preparation: | Knowledge of the characteristics of Kudzu such as whether it is edible, vascular or nonvascular, useful or not useful, beneficial or harmful. | | | | | | | | | | |
| Procedures/Activities: | <table border="0"> <tr> <td>Step 1</td> <td>The teacher will pose the question on Wallwisher, “Is there any good use for Kudzu?” (www.wallwisher.com/wall/kudzu11). Student teams will brainstorm collaboratively and post their responses.</td> </tr> <tr> <td></td> <td>Discuss the responses as a whole group. During the discussion, cover these topics:</td> </tr> </table> | Step 1 | The teacher will pose the question on Wallwisher, “Is there any good use for Kudzu?” (www.wallwisher.com/wall/kudzu11). Student teams will brainstorm collaboratively and post their responses. | | Discuss the responses as a whole group. During the discussion, cover these topics: | | | | | | |
| Step 1 | The teacher will pose the question on Wallwisher, “Is there any good use for Kudzu?” (www.wallwisher.com/wall/kudzu11). Student teams will brainstorm collaboratively and post their responses. | | | | | | | | | | |
| | Discuss the responses as a whole group. During the discussion, cover these topics: | | | | | | | | | | |

Describe behaviors and body structures that help the plant survive in particular habitats.

- Trace the flow of energy through a food chain.

Example: producer, first-level consumer, second-level consumer, and third-level consumer to see how Kudzu benefits the ecosystem.

- Identify characteristics of organisms (Kudzu), including growth and development, reproduction, acquisition and use of energy, and response to the environment.

Step 2 Have each team access the Internet to locate pictures and information on Kudzu from

<http://www.google.com>

Students can locate videos about Kudzu on

<http://www.qwiki.com>.

Step 3 Using the RAFT model, teams will choose one of four roles for each element listed below:

Role:

- scientist, historian, reporter, blogger

Audience:

- self, peer group, parents, committee, activists

Format:

- interview, video, cartoon, blog

Topic:

- Is there any good use for Kudzu? (topic related to an essential question)

Students (within each team) will choose a role, an audience, a format, and will answer the question about good uses for Kudzu. Teams can interview teachers, parents, neighbors, etc. to get their input on what Kudzu is, its uses, and whether they feel that it is beneficial or not. They can create a video or a cartoon that shows the uses of Kudzu. A blog can be created to share thoughts and ideas with peers about Kudzu and its uses.

Step 5 When the students are finished, have them save their finished product on a USB drive. Students can share their project with the class.

Attachments:

Rubric

Assessment Strategies:

See Rubric

Extension:

Students can share their findings with their classmates.

Remediation:

Provide students with materials that are on their grade level to help them learn more about Kudzu.

Kudzu Rubric

| Criteria | Completely-3 | Somewhat-2 | Not much at all-1 |
|--|---------------------|-------------------|--------------------------|
| Appropriate use of technology. | | | |
| Worked well with and contributed to group. | | | |
| Project addresses main Kudzu question. | | | |
| Followed RAFT procedure. | | | |