

# ***RAFT***

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>

RAFT- My America  
Social Studies

Fifth Grade

I used the RAFT activity for the first time in my fifth grade social studies class after reading two books in the My America series, *Our Strange New Land* and *The Starving Time*. My students absolutely loved this activity and were excited to get started and pick a character. This project targeted a lot of different students and I found that students were successful because they were motivated by their love of the book series. When designing the RAFT assignment, I created 4 Roles with 4 different audiences. Some of the audiences would make the assignment more difficult and open-ended, while others would be able to be completed by using specific examples directly from the book. I liked their creativity, discussions, and many avenues to success. It was interesting to see how they explained their actions and decisions from the role of a main character in the story. This was definitely a successful activity and enhanced their writing skills.

Based on their previous writings, I did guide students to select certain roles based on ability. We were "conveniently" working in groups on the day prior to the introduction of the project, and these groups were leveled by ability. I did this so that when I came around with the choices, I could show specific choices to different groups of kids. I explained this to the kids by saying I wanted the different characters in the book to be equally represented. It still gave the students the opportunity to pick the character they were most interested in, while challenging them and meeting their individual needs. I also noticed that due to the explanation and requirements of the projects, kids were actually drawn to the project options that would be most appropriate for them. I did 'guide' two students to a higher choice which worked out fine.

My students seemed to really enjoy this activity! They have actually asked to do more activities like this one. We are currently reading "The Sacrifice" in SS and I plan on using the RAFT assignment again. Maybe we can brainstorm some different ideas together! I like that your kids worked in partners, I had my kids brainstorm in groups, but then they completed the project independently.

# RAFT Writing Assignment

Role	Audience	Format	Topic
<u>Chief Powhatan</u>	Your fellow Algonquin Indians	Presentation to give at a tribal meeting	How you feel about the settlers trying to take over your land

## Objective:

Your task is to write a speech you will present, as if you were Chief Powhatan, to your fellow Algonquin Indians. Present the speech at your next tribal meeting describing your feelings concerning the settlers who have invaded your land.

## Must Haves:

Your presentation **MUST**:

- Be written as a speech
  - Includes: a greeting, an introduction of yourself as Chief Powhatan, and a closing statement
- Be at least five paragraphs in length
- Provide at least **FOUR** reasons why you disagree with the settlers taking over your land
- Include correct spelling, grammar, and punctuation

## Possible Topics To Include:

- These settlers are becoming rich on land that was once yours, how do you feel about that?
- Why the land is so important to you
- John Smith
- Trade with the settlers
- Check your textbook for other ideas!

**\*\*Before you begin the assignment check the back of this sheet for the rubric. Good Luck!!!\*\***

## RAFT Writing Rubric

### Chief Powhatan

<u>Criteria</u>	<u>Possible Points</u>	<u>Actual Points Earned</u>
You write 5 well-developed paragraphs demonstrating your role as <u>Chief Powhatan</u> .	<b>5</b>	
Your speech includes a greeting, an introduction of yourself as Chief Powhatan, and a closing statement.	<b>3</b>	
Included at least <b>4</b> reasons why you disagree with the settlers taking over your land.	<b>4</b>	
Neatness: Report is written in your best handwriting or typed.	<b>1</b>	
Spelling, grammar and punctuation 2 errors = -1 point		
Prewriting is completed and handed in with your final copy	<b>1</b>	
<b>TOTAL</b>	<b>14</b>	

**This rubric *MUST* be turned in with your writing!**  
**You will lose five points if the rubric is not turned in!**  
**Each day the project is late; you will lose one point from your final score!**

# RAFT Writing Assignment

Role	Audience	Format	Topic
<u>John Smith</u>	Jamestown Settlers	Speech	Create a list of 7-10 rules and the importance of each for the colony's success.

## Objective:

Your task is to create and share a list of 7-10 rules the settlers should follow. Each rule should have a rationale (reason) why you believe it is important for the colonists to follow.

## Must Haves:

Your letter **MUST**:

- You must have an introduction of yourself as John Smith and a closing statement
- Have at least 7-10 rules
- A rationale (reason) for each rule
- Include correct spelling, grammar and punctuation

## Possible Topics To Include:

- Who will work and what jobs they will have
- The importance of working together
- Plans for ensuring the colony's success
- How to trade with the Indians
- Check your textbook for other ideas!

**\*\*Before you begin the assignment check the back of this sheet for the rubric. Good Luck!!!\*\***

# RAFT Writing Rubric

**John Smith**

<u>Criteria</u>	<u>Possible Points</u>	<u>Actual Points Earned</u>
You have an introductory and concluding paragraph explaining your role as the leader of Jamestown.	<b>2</b>	
You created a list of <b>7-10</b> rules for the Jamestown colony. Each rule has a well written rationale for its creation.	<b>10</b>	
Neatness: Report is written in your best handwriting or typed.	<b>1</b>	
Spelling, grammar and punctuation 2 errors = -1 point		
Prewriting is completed and handed in with your final copy	<b>1</b>	
<b>TOTAL</b>	<b>14</b>	

**This rubric *MUST* be turned in with your writing!**  
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# RAFT Writing Assignment

Role	Audience	Format	Topic
<u>Mary Dobson</u>	John Bridger	Letter	Your disappointment with his actions and behavior toward you and others

## Objective:

Your task is to write a letter to John Bridger explaining your thoughts, feelings, and ideas of his treatment and attitude towards you and others in the colony.

## Must Haves:

Your presentation **MUST**:

- Write in letter format
- Be at least five paragraphs in length
- Include correct spelling, grammar, and punctuation

## Possible Topics To Include:

- How you felt about him not meeting you at the well
- Your feelings about seeing his mother wearing the blue ribbon
- Your thoughts about him stealing the Barker's food

**\*\*Before you begin the assignment check the back of this sheet for the rubric. Good Luck!!!\*\***

Name: \_\_\_\_\_ # \_\_\_\_\_ Date: \_\_\_\_\_

## RAFT Writing Rubric

### Mary Dobson

<u>Criteria</u>	<u>Possible Points</u>	<u>Actual Points Earned</u>
You write 5 well-developed paragraphs demonstrating your role as <u>Mary Dobson</u> .	<b>5</b>	
Letter Format: Includes address, date, greeting, closing and signature	<b>2</b>	
Included at least <b>5</b> specific examples and/or details explaining your ideas, feelings, thoughts, etc. to John Bridger.	<b>5</b>	
Neatness: Report is written in your best handwriting or typed.	<b>1</b>	
Spelling, grammar and punctuation 2 errors = -1 point		
Prewriting is completed and handed in with your final copy	<b>1</b>	
<b>TOTAL</b>	<b>14</b>	

**This rubric *MUST* be turned in with your writing!**

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# R.A.F.T - Martin Luther King Jr.

Due: January 15

MLK	Television audience	Speech	Is Dr. Martin Luther King's Dream Still Alive?
Martin Luther King Jr.	Children of all ages	Collage	Dream for our Country
A student	Dr. Martin Luther King Jr.	Letter	How do you feel about what is going on in our country today?

# Martin Luther King Jr.

Due: January 15

Character	Setting	Genre	Topic
Dr. Martin Luther King Jr.	Television audience	Speech	Is Dr. Martin Luther King's Dream Still Alive?

Directions:

Time: January 15

Place: NBC Television Studios

Assignment:

You are Dr. King and you have been asked to give a speech about your dream for our country. Write a speech to a TV audience about your dream for our country.

Points to think about:

Has your dream been achieved?

Is your dream the same now as it was in 1963?

What can people do to help bring your dream to life in 2010?

Reminder:

Spelling, grammar and neatness count.

Parent Signature \_\_\_\_\_

# Martin Luther King Jr.

Due: January 15

Project Information			
Dr. Martin Luther King Jr.	Children of all ages	Collage	Dream for our Country

Directions:

Place: A Classroom

Assignment:

You are Dr. King and you have been asked to create visual image that describes your dream for our country. Use magazine, newspaper and drawn images to create a collage about your dream.

Points to think about:

What were you trying to achieve for all children?

Did you want people to work together to achieve your dream?

Reminder:

Spelling, grammar and neatness count.

Parent Signature \_\_\_\_\_

# Martin Luther King Jr.

## Due: January 15

Assignment			
A student	Dr. Martin Luther King Jr.	Letter	How do you feel about what is going on in our country today?

### Directions:

Time: January 15

Place: Your Home

### Assignment:

You have been asked to write a letter to Dr. King. You want to know how he feels about what is going on in our country today.

### Points to think about:

What would Dr. King think about our country today?

Has Dr. King's dream been achieved?

What should we do next?

### Reminder:

Spelling, grammar and neatness count.

Parent Signature \_\_\_\_\_

## Sample RAFT Strips

	Role	Audience	Format	Topic
Language Arts	Semicolon	Middle School	Diary Entry	I Wish You Really Understood Where I Belong
	N.Y. Times	Public	Op Ed piece	How our Language Defines Who We Are
Science	Huck Finn	Tom Sawyer	Note hidden in a tree knot	A Few Things You Should Know
	Rain Drop	Future Droplets	Advice Column	The Beauty of Cycles
	Lung	Owner	Owner's Guide	To Maximize Product Life
History	Rain Forest	John Q. Citizen	Paste Up "Ransom" Note	Before It's Too Late
	Reporter	Public	Obituary	Hitler is Dead
	Martin Luther King	TV audience of 2010	Speech	The Dream Revisited
	Thomas Jefferson	Current Residents of Virginia	Full page newspaper ad	If I could Talk to You Now
Math	Fractions	Whole numbers	Petition	To Be Considered A Part of the Family
	A word problem	Students in your class	Set of directions	How to Get to Know Me

Format based on the work of Doug Buehl cited in Teaching Reading in the Content Areas: If Not Me Then Who? Billmeyer and Martin, 1998

## Sample RAFT Strips

Role	Audience	Format	Topic
Gingerbread Man	Our Class	Oral Response	I never should have listened to the fox
Squanto	Other Native Americans	Pictographs	I can help the inept settlers
Band Member	Other Band Members	Demo Tape	Here's how it goes
Positive Numbers	Negative Numbers	Dating Ad	Opposites Attract
Rational Numbers	Irrational Numbers	Song	Must you go on forever?
Decimals	Fractions	Poem	Don't you get my point?
Perimeter	Area	Diary Entry	How your shape affects me
Monet	Van Gogh	Letter	I wish you'd shed more light on the subject!
Joan of Arc	Self	Soliloquy	To recant, or not to recant; that is the question
Tree	Urban Sprawl	Editorial	My life is worth saving
Thoreau	Public of his day	Letter to the Editor	Why I moved to the pond
Young Chromosome	Experienced Chromosome	Children's Book	What becomes of us in mitosis?
First Grader	Kindergartner	Ad	What's best about 1 <sup>st</sup> grade?

# RAFT Strips, cont'd

Role	Audience	Format	Topic
Hal (Henry V, Part 1)	Self	Diary Entry	My friend Falstaff-past, present, future
Magnet	First Graders	Letter	Here's what I'm attracted to...
Transparency	Slide Show	Personal Ad	Spruce up your presentation
LBJ	Viet Nam Vet	Apology Letter	What was I thinking...
Computer	Fifth Graders	Flow Chart	Turning data into a graph with EXCEL
P Waves	S Waves	Dear John Letter	Why we have to stop seeing each other
Carbon Atom	Hydrogen Atom	Personal Ad	Atom seeking atom
A Variable in an Equation	Real Numbers	Ad for the Circus	What is my value in the balancing act?
Return Key	Middle Schoolers	Captain Kirk's Bulletin to his crew	When to beam to another paragraph
Conductor	The Band	Mime	How to play this style of music
Basic Multiplication Fact	Basic Division Fact	Invitation to a family reunion	Here's how we're related

## RAFT EXAMPLE

This RAFT is designed to be used by student in a second grade class as they are learning about endangered and extinct animals in science and natural resources in social studies. Students have been studying both topics for a number of days before they do the RAFT. The activity serves as a culmination to this period of study.

Know:

- Basic needs of plants and animals
- The role of natural resources in lives of people and animals

Understand:

- Our actions affect the balance of life on Earth.
- Animals become endangered or extinct when natural resources they need are damaged or limited.
- Natural resources are not unlimited and must be used wisely.

Be Able To:

- Identify causes of problems with misuse of natural resources.
- Propose a useful solution to the problems.

**Directions:** Pick one of these rows to help you show what you know and why taking care of natural resources is important to the balance of life in our world.

**Primary RAFT Example**

ROLE	AUDIENCE	FORMAT	TOPIC
The Earth	Aliens who might want to live on earth	A written set of rules with reasons	What you need to know and do if you want to live here
An endangered animal	Humans	A poster with an exhibit card to explain it	Why I need you and you can help save me
A natural resource	Our class	A speech	What people need to know about using us well and why that matters anyhow

## “How I Spent My Summer Vacation”

Wallace tells a crazy story about his summer vacation. He sends his aunt postcards from his trip.

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
Wallace	A Family Member	Postcard (front and back)	On the front, draw a picture about your adventure, and on the back write a letter about two specific experiences from that adventure.
Wallace	A Family Member	Design a souvenir	Draw the souvenir. The design should show two things you did on your adventure.
Wallace	A Family Member	Email	Type an email that tells two things about your adventure.

# “The Day Jimmy’s Boa Ate the Wash”

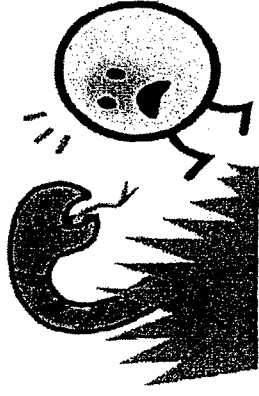
This story tells about funny things that happened on a class trip to a farm.

R Imagine you are one of the animals on the farm.

A Townspeople

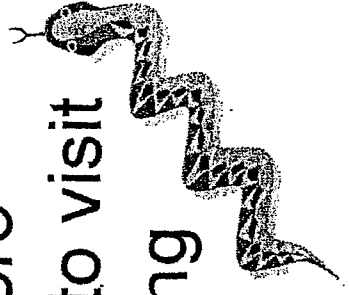
F Newspaper Article

T Tell the Newspaper Reporter about the funny things that happened that day.



Imagine that you are one of the farm animals.

Talk to a News reporter and tell him if you were happy, sad, or scared when the class came to visit you at the farm. Describe some of the exciting events that happened that day.





# “Montigue on the High Seas”

In the story, Montigue makes a boat out of a bottle.

What if there was a boat that could fly in space?

R Space boat Traveler

A Your classmates

F Construction Paper Design

T A boat that flies.

Using construction paper, design a scene that shows your space boat flying in space. Use your imagination to provide as many details to your scene. What is around you? What can you see from you space boat?

# “Dinosaurs Travel”

R Travel Agent

A People Going on Vacation

F Travel Brochure

T Develop a brochure that helps people plan their big trip.

“Dinosaurs Travel” tells about things you need when you go on a trip. This brochure should describe a place to visit, list what needs to be packed, and things people can do and see once they get there.

1. Front Cover = name of destination (place) and a picture.
2. Inside Page = adventures to see and do.
3. Back Cover = list items that should be packed.

# RAFT MENU

RAFT: using this chart, find a way you can earn 10 points. These points will be added to final exam as extra credit.

ROLE	AUDIENCE	FORMAT	TOPIC
Journalist <b>5 points</b>	Public	A news article	Reporting on an event that happened yesterday.
Parent <b>2 points</b>	Your son or daughter	A note on the fridge	Here is your dos and don'ts list for this weekend.
A tour operator <b>2 points</b>	Potential tourist	A travel poster	You will enjoy our best features. Talk about amenities at your resort and/or in your city.
A pilot <b>2 points</b>	Passengers	An announcement	Welcome message, and flight information.
House <b>3 points</b>	Real state buyer	Real state add with photo	You are being sold and want to give a great impression. Your add should include your location, number of room, number of floor, room, and two or three commands for the buyer.
An electronic (telephone and/or computers) engineer. <b>2 points</b>	Clients	A step by step product directions	How to use your equipment
A movie critic <b>3 points</b>	Readers of a magazine	A movie review	Make a review of two movies you have recently seen. The review will include a comparison between the two movies.
A comic strip creator- <b>5 points</b>	Children	Comic strip	Create a comic strip introducing and describing family.

Name \_\_\_\_\_ Date \_\_\_\_\_

Directions: Using one of the **Roles** below to act as, write or create to the **Audience** specified, in the **Format** provided, on the given **Topic** in that row.

# R. A. F. T.

<b>Role</b> (who you are)	<b>Audience</b> (who you're speaking to)	<b>Format</b> (what the product is)	<b>Topic</b> (what it's about)
A box of 455 donut holes	4 <sup>th</sup> Grader	Numbered list of directions	How to split me into 5 equal boxes
Coordinate points (3, 8)	3 <sup>rd</sup> Graders	Letter	How to plot me on a coordinate grid
Teacher	4 <sup>th</sup> Grader	Diagram	How longitude and latitude are related to the equator and prime meridian
Fraction	Decimal	Poem / Song / Rap	How we are the same

### RAFT

There are three ways that a teacher has the opportunity to differentiate their instruction when utilizing the RAFT method. A teacher can differentiate their instruction by readiness level (homogenous groupings), learning styles, or interests. A RAFT activity helps students take on a different perspective and gather materials from a different point of view to demonstrate their knowledge of a specific concept to a given audience. As well, a RAFT helps incorporate writing within the content-area instruction.

I used the RAFT activity for the first time in my fourth grade classroom during our mathematics lessons. My students were learning about fractions of a whole. For my RAFT activity, I created three roles, formats, and topics, but they all revolved around the same audience- 3<sup>rd</sup> grade students. I differentiated my instruction for my students by interest. I allowed the students to pick their own role based upon what they found to be the most intriguing. I believe I chose this method because students needed to understand and demonstrate knowledge of each fraction concept, so I believed that no matter which role they chose, they would be benefiting from this exercise. I did work with a few of my students that are considered to have a specific learning disability.

The students were extremely engaged in this activity. At first, they became distracted at choosing a role for themselves, but once they settled in to a role, the activity took on a life of its own. Student discussions and writings were captivating. When I asked the students for their feedback about what they believed to be the most difficult challenge of this activity, they said it was more difficult than they first perceived to take on a different perspective other than their own.

I do believe if I was to complete this RAFT activity again, I would choose my students' roles because I noticed that my students gravitated towards what they found to be easier for themselves, and not all of the roles were equally distributed amongst the class. I believe more of my own objectives for this activity would have been met if I had distributed the roles by readiness (homogenous groupings). I was hoping for more students to improve on specific concepts that they were less comfortable with (weaknesses) versus enhancing their strengths.

## 4<sup>th</sup> Grade Math RAFT

ROLE	AUDIENCE	FORMAT	TOPIC
Fraction	3 <sup>rd</sup> grade students	Journal entry; diagram	Finding equivalent fractions
Fraction	3 <sup>rd</sup> grade students	Letter which can include a diagram if necessary	Comparing two fractions that are not equivalent
Denominator	3 <sup>rd</sup> grade students	List of steps; diagram	Finding common denominators

## *Fractions Unit RAFT Assignment*

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
Numerator	Teenager	Directions	How to double Chocolate Chip Cookie recipe (with at least 3 fractions $\frac{3}{4}$ , $1\frac{1}{2}$ , $\frac{1}{4}$ , challenge $\frac{5}{8}$ )
Improper Fraction	Mixed Number	Venn Diagram w Note at Bottom	We're more alike than different
Like Denominators in an addition problem	Unlike Denominators in an addition problem	Conversation/ Debate	If you want to add, you have to conform (Same for Subtract)
Equivalent Fractions	Non Equivalent Fractions	Ad	How to find your match
Denominator	Change Artist who can Add 1 or Subtract 1	Visual	Why I look the way I do when you change me

## RAFT: Landform Project

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
<b>Specific Landform:</b> -Desert -Lake -River -Mountain -Prairie	3 <sup>rd</sup> Grade Social Studies Class	<b>Two-Sided Poster:</b> Side 1: Riddle containing clues Side 2: Picture with correct landform	<b>Characteristics of            specific landforms</b>

My students and I just finished up a unit on landforms. I decided that we would do a RAFT activity to review the characteristics of the different types. They had to create a two-sided poster; the front containing 5 clues forming a riddle and the back stating what the landform was with a picture of it. The students took on the role of their specific landform and had to write their five clues in the first person. We then presented the posters one pairing at a time. Based off of the numerous hints, the students at their seats had to guess what landform the grouping had. When the answer was solved or after 3 wrong guesses, the students flipped their poster over, so their classmates could see what the correct landform was and the picture that went along with it. For example, one pairing had the clues:

Clue 1: I do not flow or move.

Clue 2: I am usually fresh water.

Clue 3: One of my relative's names is "Superior".

Clue 4: I am a pool of water.

Clue 5: Some families vacation to me and use me for swimming and boating.

What landform am I?

On the back of their poster, was a picture of a lake and at the top it said, "I am a lake".

During the activity, groupings made sure to be spread out, so no other groups would see or hear what landform they had. This was nice for classroom management purposes because pairings were not talking to other pairings keeping the volume to a minimal. I felt that they really put thought into the clues, and the majority of students who volunteered to guess the landform got it correct. Not only did they have to think of the characteristics for their own landform, but they also had to use characteristics they had learned about other landforms to guess what landform their peers had. Since my students are only in 3<sup>rd</sup> grade and errors happen, I was sure to have them make a rough copy of their clues for me to check over first. Then when the hints were perfect, they could start on their actual posters. It was a fun and different way of reviewing, and my students enjoyed it!



## Primary Grades Social Studies RAFT

Lesson Understanding: *Compromise is a way we can cooperate.*

Role	Audience	Format	Topic
Playground Equipment	Students	Poster	How-to cooperate with others to share me
Teacher	New Student	Role-Play (Dialogue)	How we cooperate in this class
Classroom Clock	Class	Letter	What I notice when I "watch" you cooperate

Adapted from 2nd grade teachers, Lombard (IL) Elementary District 44

Pretend you are your favorite piece of school playground equipment. Create a poster that will show through words and pictures how students can cooperate to share you. Be sure to show examples of compromise.

Pretend you are your teacher talking to student who is new to class. Write a role-play dialogue of you explaining to the student what the rules are for how students in the class cooperate with one another. Be sure to talk about and give examples of compromise.

Pretend you are our classroom clock. Write a letter to our class that describes what you notice when you watch students cooperate. Be sure to give examples of ways you see them compromise.

Role (who or what are you?)	Audience (who are you speaking to?)	Format (what you will do)	Topic (what is learned )
A Tree	First Graders	Comic Strip  Poster (why I'm important)	Help our Earth - Plant more trees
Large Trash Can	First Graders	Poster  Message Ribbon	Help our Earth - Cleanup Litter and Trash

# RAFT Activity

Name \_\_\_\_\_

## **Endangered Species RAFT**

**R You are an endangered animal.**

**A People around the world**

**F 3 paragraphs on power point**

**T Tell people around the world about yourself and convince them to help your species.**

**Select an endangered animal to research and report on. Pretend you are the endangered animal. You and your partner should come up with 3 paragraphs. Tell about yourself as the animal and convince people to help you.**

**1<sup>st</sup> Paragraph: Tell information about yourself**

**2<sup>nd</sup> Paragraph: Why are you endangered?**

**3<sup>rd</sup> Paragraph: If I could talk, I would say?**

## Learning More about Hurricanes

Choose one of the Roles you are most interested in learning more about hurricanes. Prepare your writing to share with your classmates. Click on the Internet links or United Streaming links: (<http://www.unitedstreaming.com>) login and and type the name of the video source or Hurricanes in the Keyword box and then click GO. View the segment(s) of your video that will best help you write for your audience. Use other resources as well that may help you.

Your Role	Audience	Format	Topic
<b>A Blogger</b> Your Resource: <u>Your personal experience</u>	Members of your blog and others interested in Katrina	A Personal Narrative  Your Technology Tool: <u>Voice Thread/Blog</u>	How did you or your community (school, neighborhood, etc.) respond to Hurricane Katrina?
<b>A Radio DJ</b> Your Resource: <u>Hurricane Names</u>	Your favorite Radio channel listeners	An Informative Report  Your Technology Tool: <u>A Podcast</u>	Have you ever wondered how hurricanes get their names?
<b>A Red Cross Volunteer</b> Your Resource: <u>Hurricanes for Kids</u>  United Streaming Video: <u>Weather Smart: Hurricane</u>	Your school and your family	A Poster  Your Technology Tool: <u>Comic Life</u>	How can you prepare for a tropical storm? OR How can you prepare for a blizzard? Compare and contrast these 2 types of storms.
<b>A Magazine Reporter</b> Your Resource: <u>Hurricanes and Tornadoes</u> United Streaming Video <u>Elementary Video Adventures: Dynamic Earth</u>	Readers of your magazine	A Diagram  Your Technology Tool: <u>Inspiration</u>	What is the difference between a tornado and a hurricane?
<b>A Meteorologist</b> Your Resource: <u>Movies from US</u> <u>How does a Hurricane Form?</u> <u>Hurricanes</u> United Streaming Video <u>Wonders of Weather</u>	Your favorite T.V. channel viewers	An Informative Report  Your Technology Tool <u>A Podcast, an iMovie</u> <u>Google Earth</u>	What causes a hurricane?

## RAFTs for Science

<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>
<b>Experienced Water Drop</b>	<b>New Water Drops</b>	<b>Travel Guide</b>	<b>Journey through the Water Cycle</b>
<b>Lungs</b>	<b>Brain</b>	<b>Persuasive Speech</b>	<b>Why Quit Smoking</b>
<b>Seed</b>	<b>Self</b>	<b>Diary</b>	<b>Changes As I Germinate</b>
<b>Cell</b>	<b>New Cells</b>	<b>Owner's Manual</b>	<b>My Parts and How They Function</b>
<b>Safety Goggles</b>	<b>Family</b>	<b>Letter</b>	<b>Safety in the Lab</b>
<b>White Blood Cell</b>	<b>Red Blood Cell</b>	<b>Romantic Letter</b>	<b>I Will Keep You Safe</b>