

## Accordion Noxious Weed Book

**Subject:** English

**Grade Level:** 5th – 8th Grade

### Idaho General Education Performance Standards:

- CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCRA.W.7 Conduct short as well as more sustained research projects based on focus questions, demonstrating understanding of the subject under investigation.
- CCRA.W.2 Write informative explanatory text to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Time:** Three to five 45 minute periods

### Supplies:

- Scissors
- Glue
- Cardstock for the covers, the same size as the folded text block, two per student
- Markers/Colored pencils
- Bone folder or wooden craft sticks
- Strips of paper

### Learning Objectives:

Students will:

- Research and identify characteristics of noxious weeds

### Content Overview:

Students will make an accordion book that will include descriptions and pictures of noxious weeds.

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## Instructional Approach:

### Interest Approach:

- Explain accordion activity, and what is expected.
- Using the websites listed below, research specific noxious weeds for booklet.

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### Learning Activity:

#### Create accordion booklet as follows:

Fold paper in half and crease the edge using craft stick.

Fold one end to meet the center fold, creasing the edge of the paper.

Now reverse the direction of the fold.

Fold the new fold up to meet the center fold.

Fold the end to the center fold.

Repeat with the other end fold.

Now you will have an 8 page Accordion fold book. Glue the cardstock covers to the first and the last page of the text block.

Show students an example of the book they will be making.

Demonstrate how to fold the accordion section of the book and how to glue the two sections together.

Create a front and back cover for the book.

Design the front cover to include the words “Noxious Weeds”

Include student name on the front of the book.

Each page of the book should contain the following information:

- Common name of weed
- Sketched or printed picture of weed
- 3 interesting facts about the weed

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### **Assessment:**

Use the attached rubric to assess the students’ final product.

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### **Websites for research:**

- <http://www.idahoag.us/Categories/PlantsInsects/NoxiousWeeds/watchlist.php>
- <http://www.idahorange.org>
- <http://www.uidaho.edu/range>

## Attachments:

- Rubric

## Background:

The teacher should be familiar with the 57 noxious weeds in Idaho and should have an understanding about how destructive they are. Students will encounter a lot of unfamiliar vocabulary so the teacher should be prepared to talk about word meanings. Refer to Backpack Guide to Idaho Range Plants by Juley Hankins from the University of Idaho.

Possible steps to speed up the process of the research would be to have all computers bookmarked so students could go right to the site. Having pictures already printed for students to use in their books could save some time, too. If there are any samples of noxious weeds that can be brought into the classroom, students could experience a more hands on approach to the weeds. Hard copies of the plant information would work well if you have limited numbers of computers. If you have a large class, it is helpful to use student assistants who already know how to make the accordion books. Although folding seems like a simple task, even eighth graders can get confused and frustrated.

Examples of words to define:

Rangeland  
Noxious  
Life cycle  
Habitat  
Root systems

**Rubric: Noxious Weeds Accordion Book**

Name \_\_\_\_\_

Date \_\_\_\_\_

Period \_\_\_\_\_

	1	2	3	4	
Elements of Designs The student:	did the minimum or the book was never completed	did assignment satisfactorily, but lack of planning was evident	adequately applied the principles discussed in class	applied the principles discussed in class in a unique manner	_____
Creativity The student's work:	shows little or no evidence of original thought	lacked sincere originality	demonstrates originality	demonstrates a unique level of originality	_____
Effort The student:	did not finish the work in a satisfactory manner	finished the project, but it lacks finishing touches or can be improved upon with little effort	completed the project in an above average manner, yet more could have been done	gave an effort far beyond the requirements of the project	_____
Skill The student:	showed poor craftsmanship or lack of understanding	showed average craftsmanship and understanding	showed above average craftsmanship and understanding	Created outstanding artwork and finished with a great deal of patience	_____
Responsiveness The student displayed:	a negative response throughout	a negative response at times	a positive response most of the time	a positive response all of the time	_____
				TOTAL---	_____