

## Henrico 21 Lesson Summary

**Teacher Name:** Kelly Wittkopf  
Kelly Wright

**School:** Three Chopt Elementary School

**Lesson Title:** Storms

**Lesson Length:** Three to six days

**Target Grade:** 4

**Lesson Summary:**

Students worked in collaborative groups on their self-selected storm topic of interest. Each group researched their topic using a variety of sources. Students were able to choose from a variety of mediums to create an end product to present their findings to their whole class. Final projects were presented and showcased on our class blog ([blogs.henrico.k12.va.us/kbwright](http://blogs.henrico.k12.va.us/kbwright)) where parents and students were able to view and make comments. The following are only some examples of products that student chose, Keynote presentations, Comic Life, and a graphic poster using web based research/graphics and text documents created in Pages. Students used additional technology to create their final products.

**Essential Questions or Objective(s)**

Students will investigate different weather phenomena and explain the weather and conditions associated with their storm.

**Standards:**

Science Standard 4.6

**Resources Used:** (List any manipulatives, books, websites, software/hardware, or any specialized equipment)

Websites: OneSearch

[http://www.kidsastronomy.com/solar\\_system.htm](http://www.kidsastronomy.com/solar_system.htm)

<http://science.nationalgeographic.com/science/space/solar-system/>

<http://nineplanets.org/overview.html>

<http://amazing-space.stsci.edu>

<http://amazing-space.stsci.edu/resources/explorations/trading/directions.html>

<http://www.seasky.org/solar-system/comets.html>

**Technology:**

Software: Comic Life, Keynote, Pages, Photo Booth, Garage Band

Internet for research

Class blog address: [blogs.henrico.k12.va.us/kbwright](http://blogs.henrico.k12.va.us/kbwright)

**Other Required Resources:**

Books: Library books on the storms

**Lesson Development:**

Students will research and produce a product on one type of storm. They will form collaborative groups on their self-selected topic based on interest in hurricanes, tornado, blizzards and thunderstorms.

Prior to the start of their research, students were given a project description sheet with required elements and a rubric on the project. In addition to the required elements, students will formulate their own higher level questions to add to their research.

The students were to use a minimum of 3 sources to locate their information.

Students will choose the format for their product and a way to communicate their knowledge to others. Examples include but not limited to: Keynote presentation, Comic Life, and Pages.

Mrs. Wittkopf monitored student led groups by guiding their research and helping utilize appropriate software skills to publish their product. In addition, Mrs. Whitlow was present throughout this process to assist Mrs. Wittkopf on the introduction of new technologies to students and to help with troubleshooting during the implementation of projects. Ms. Wright and Mrs. Wittkopf worked together to create a writing portion of the project that included content information as well as writing conventions (please see attached rubric). Ms. Wright guided students in the self/peer editing process providing self/peer edit guidelines and writing instruction in mini lessons. Products are published to the class blog to share and communicate their acquired information with others.

**Evaluation Procedure:**

Students will be assessed using a rubric.

**TIP Chart Assessment:**

Research and Information Fluency 3

This project allows students to identify and select appropriate digital tools and other resources to assemble, evaluate, and utilize information. Students applied various research skills to find accurate information. Key elements included were evaluating multiple resources and then selecting their way to display their information.

#### Collaboration and Communication 2

If students shared their information with another school, the level of TIPC rating would be raised. Student did share their work with their classmates via presentations and their published work is on the class blog available for comments from parents and their classmates.

#### Creativity and Innovation 2

Student use critical thinking and research methods to create work that has elements of originality and teacher requirements.

#### Problem Solving & Critical Thinking 2

This lesson allowed students to answer open-ended questions using higher order thinking skills.