

# Lesson Plan for Henrico 21

Teacher Name: Pam Graham

Collaborators: Jen Barnett, ITRT

Lesson Title: 5 Kingdom iMovie

Target Grade/Subject: Science 5<sup>th</sup> grade

Length: 4 one-hour class periods

## **Summary:**

As a culminating project, students created an iMovie illustrating each of the 5 Kingdoms. Students initially completed a planning guide, which included image choices and text to be included. Each student's iMovie also included a student-created video that illustrated knowledge learned through research on a plant or animal of their choice.

## **Essential questions or objectives:**

- Students will be able to describe the characteristics of each of the 5 Kingdoms, with examples.
- Students will research either a plant or an animal of their choice, being sure to include descriptions of why their choice is categorized as invertebrates/vertebrate or vascular/nonvascular within the kingdom they have chosen.

Science 5.6 Oceans

Reading 5.6 Nonfiction

Reading 5.7 Comprehension from variety of print resources

Oral Language 5.1, 5.2, 5.3, share responses, communication skills, oral presentations

Writing 5.9 edit writing

## **Resources:**

### **Technology:**

Student computers, iMovie, Internet websites for research, Flip Cameras, projector, Google Form

## **Lesson Development:**

Process/Tasks:

After completing our unit on the 5 Kingdoms, students were instructed to create an iMovie that illustrated their knowledge. A planning guide was given to students to outline the order, images, and accompanying text they would use. During language arts literacy stations, students conducted research on an animal or plant of their choice. Two web sites were provided to begin their research, and students were encouraged to visit the library for further independent research. Students recorded specific information on their project planning guide. Students then formed pairs to assist each other in using the Flip video camera to record themselves reporting on the chosen organism. Each student then imported his/her individual footage into his/her 5 Kingdoms movie. Students were encouraged to find a creative way to relay their research information in their video in order to engage the viewing audience. Students also began working on creating their iMovie at this time. Folders of pictures for each of the 5 Kingdoms were provided for students to choose images that supported the information they had determined to share via their movie. Jen Barnett, ITRT, and myself gave assistance with iMovie and video creation. In addition, students were permitted to assist each other with troubleshooting and solving any iMovie questions that arose during the creation of the movies. Completed iMovies were shared with classmates using the projector to share. Movies were also put on a blog to peer review, share with parents and other 5th-grade students.

Assessment of objectives:

Projects were assessed with the attached teacher-generated rubric. Students used a Google Form to self-assess their perceptions of the project processes.

#### TIPC Assessment:

- Research & Information Fluency Score - Target. Students were not given the choice of tools to complete this project (one element of the 4 score in this area) as I had a specific output in mind (iMovie with embedded Flip video footage). However, when looking at the other two indicators of what

constitutes a “target score”, it was evident that students used varied research skills (online and print search strategies) to find and evaluate resources (evaluation implied as students had to determine which of the facts discovered were most useful in their report). They also applied the knowledge they had gained to accomplish a real-world task (create a movie illustrating 5 Kingdoms and the researched organism to share with other 5th-grade students for review).

- Problem Solving & Critical Thinking Score - Target. In this project, students had to synthesize information learned through research to produce a new-to-them understanding of the topic chosen. They also were given a real-world problem (educate your audience about a chosen organism) in which there are multiple solutions (choice of subject, manner of conveying information via video) and reflected upon their product and processes of creating their product (student survey). Students also developed and answered open-ended questions (What organism shall I choose? What is most important about this organism? How will I convey this information to my audience in an engaging way?) using higher order thinking skills (analyzing how the organism selected “fits” into the appropriate kingdom, evaluating what information is relevant & should be included in the movie, creating a video of the research findings as well as a final iMovie with other required elements)
- Collaboration & Communication Score - Approaching. This is the weakest area on the rubric, but that is due to the intentional design of the project. I did not want students working together on the academic portion of the project (research, planning, etc.) as I was assessing students in part on their ability to successfully accomplish this task. However, enough collaboration was included to score a 3. Students worked in student-chosen collaborative teams (typically pairs) to solve real-world problems (assisting with filming, iMovie questions, peer editing), and an original work was created. In addition, the communication was partially teacher-directed as I limited their collaboration to technical/aesthetic areas. Students shared their new knowledge globally (via my class blog) and evaluated their

project experience (via a Google Form embedded on my blog). Both of these are “target” traits. On sum, this blend would score this area a 3.

- Creativity & Innovation - Approaching. Students had to research and critically evaluate information gathered to create an assigned product that contained elements of originality (Flip video component) and teacher-defined requirements (5 Kingdoms facts). They worked collaboratively while filming and addressing technical questions and produced an artifact (final iMovie). In addition, the students’ movies had value (content review) for a specified audience (classroom peers, other 5th-grade students).