

Lesson Plan for Henrico 21 Awards

Lesson Title: Announcing the First Signs of Spring

Target Grade/Subject: Kindergarten Science

Length: *(total class minutes required to complete)*

This project took 4 class sessions, or 240 minutes

Summary: *(Summarize your lesson in 250 words or less)*

Every grade in elementary school learns about seasonal changes and the weather (SOL K.10, 1.7, 2.7, 3.8, 4.8, 5.7) so a small group of kindergarten students was given the task of making an informational video announcing the start of spring on the school-wide morning announcements. First the students met together to discuss the signs of spring and select which ones they wanted to do. They came up with four main signs of spring: the weather gets warmer, animals have their babies, flowers start to bloom, and gardens begin to grow. Then each student chose the topic that interested him or her. Next they read books and watched videos about the spring to get ideas and background knowledge to share in their video. On some of our session days it was too cold to film outside (and very un-spring-like) so they decided to include some of their artwork in the video. They used Pixie to draw pictures illustrating their special sign of spring. Finally, it was warm enough to film, and they explored the grounds of the school looking for signs of spring and ways to communicate them to their peers. They improvised their lines in the video (there was no written script since we weren't sure what we'd find, but we had made some predictions). The film was edited by the teacher outside of class and then presented on the morning announcements to the entire school. It is also posted online to help other people remember and recognize the signs of spring!

Essential questions: *(What are the foundational questions that students should be able to answer after this lesson?)*

What are the most important signs of spring? What causes these signs to occur?

Where are the best places to look for evidences of the arrival of spring?

How can we communicate the arrival of spring in an entertaining and informative way to others?

Lesson Development:

Process/Tasks/Assessment: *(Describe what the teacher and students are doing during this lesson. Include details about particular tasks and essential resources/tools. Include a description of the artifact that you will collect as evidence of content/skill mastery and state how you will communicate your assessment expectations to the students.)*

Since students in every grade learn about the weather and seasonal changes, a small group of four kindergarten students were given the **task of planning and producing an informative video about the signs of spring** to be played over the morning announcements.

1. First we met as a group and discussed the signs of spring. We narrowed it down to **four main topics**: the weather gets warmer (and we can play outside), flowers start to bloom, animals have babies, and gardens begin to grow.

2. Each student chose the topic that interested him or her most and **researched that topic** by reading books and watching videos (selected by the teacher) about spring.
 3. We **predicted and planned** what we might see as we filmed our spring tour around the school. We discussed locations to film and where would be the most likely spots for finding signs of spring. We were unable to film for several days because of winter weather. In order to use our time wisely, and to include some technology, the students **created pictures to illustrate their spring topic using Pixie**. They were filmed explaining their picture and this footage was included at the end of the video.
 4. When a warm day finally arrived, **we filmed outside**. The students looked for signs of spring and places to talk about their chosen topic. They improvised their lines since we didn't have a written script.
 5. The teacher edited the film using iMovie and **presented it to the entire school** on the morning announcements. It was also posted online <https://vimeo.com/90748215> so that others could be reminded of and recognize the signs of spring.
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TIP Chart Assessment:

(Using the TIP Chart, identify which level (e.g. entry, developing, approaching, ideal/target) your lesson falls in for each of the categories below and write a brief statement to describe what the students are doing as it relates to the indicators on the TIP chart.)

Categories:

Research and Information Fluency: 4

The students used teacher selected **text and videos**, as well as their own prior knowledge and **field research**, to collect information about their chosen sign of spring. Then they **synthesized their findings** in their own words to present it in an authentic and unique way to the entire school.

Communication and Collaboration: 4

The students came up with **many of their own ideas** for filming around the school. They pointed out signs of spring and identified places around the school to showcase their topic on film. They **used Pixie to create digital drawings** of whatever they thought would best illustrate their chosen sign of spring. They decided among themselves who would say what and even **helped each other with their lines**. Some volunteered on-the-spot to speak for others who didn't know what to say. Their finished video was **presented to the entire school and published online** for a wider audience.

Critical Thinking and Problem Solving: 1

The students were basically **presenting facts in their video**, so there wasn't a lot of critical thinking and problem solving.

Creativity and Innovation: 4

The students not only **chose their topic** but also **decided how best to illustrate that topic** using Pixie and video. They **synthesized their research to create an original film** that was helpful for the entire student body to review the signs of spring. They predicted where to find signs of spring outside and what would be entertaining for their audience.