

PCSB ITV Elementary Lesson Plan: *What's the Weather?*

I. Basic Information:

Name: Michael Robertson Angela Price

Position: Teachers

School: North Lakeland Elementary School of Choice

Grade Level focus: 3-5

Lesson title: What is the Weather?

Subjects:
(List areas that the lesson addresses)

Sunshine State Standard Addressed:
(Benchmark, strand, brief explanation)

Language Arts	LA.C.1.2.1 listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, and informational speeches.
	LA.C.1.2.2 identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations
	LA.C.1.2.3 carries on an extended conversation with a group of friends.
	LA.C.1.2.4 listens attentively to the speaker, including making eye contact and facing the speaker
	LA.C.1.2.5 responds to speakers by asking questions, making contributions, and paraphrasing what is said.
Science	SC.D.1.2.4 knows that the surface of the Earth is in a continuous state of change as waves, weather, and shifts of the land constantly change and produce many new features.
	SC.B.1.2.2 recognizes various forms of energy (e.g., heat, light, and electricity).

II. ISTE/NETS Objectives Addressed: (Minimum of two listed in any area.)

Administrator: If applicable to plan.

<p>1. II. LEARNING AND TEACHING. Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching. Educational leaders:</p> <ul style="list-style-type: none"> A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement. B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning. C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners. D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills. E. provide for and ensure that faculty and staff take advantage of quality professional
--

learning opportunities for improved learning and teaching with technology.
<p>2. VI. SOCIAL, LEGAL, AND ETHICAL ISSUES.</p> <p>Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues. Educational leaders:</p> <ul style="list-style-type: none"> A. ensure equity of access to technology resources that enable and empower all learners and educators. B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology. C. promote and enforce privacy, security, and online safety related to the use of technology. D. promote and enforce environmentally safe and healthy practices in the use of technology. E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

Teacher:

IA- demonstrate introductory knowledge, skills, and understanding of concepts related to technology.
IIB- identify and locate technology resources and evaluate them for accuracy and suitability
IIIC-plan for the management of technology resources within the context of learning activities
IIIB-apply technology to develop students' higher order skills and creativity.
IID-plan strategies to manage student learning in a technology-enhanced environment.

Student:

1. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
2. Students use technology tools to enhance learning, increase productivity, and promote creativity.
3. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
4. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. Students use technology to locate, evaluate, and collect information from a variety of sources.

III. Overall description of the project:

The students will produce a video weather report.

IV. Materials and Resources required for lesson plan implementation:

Video camera, tripod, microphone, computer, and television for viewing weather reports.

V. Any special accommodations: i.e. ESE/ESOL

Pair students, help with ESOL teacher, and work with ESE Resource teacher

VI. Assessment/ evaluation of the lesson:

VII. Timeline and procedures of the lesson: (daily specific plans for implementation including anticipatory set, student-centered activities, student assessment strategy)

Anticipatory Set: Invite local weather forecaster to speak with class.

Background Knowledge: Students should be able to browse Internet, use video camera, and understand weather vocabulary and symbols.

Procedure:

1. Students will listen to local weather forecaster.
2. Students will browse Internet for weather facts.
3. Discuss some aspects important to include in the weather forecast. For example: How does the meteorologist dress? Act? What kinds of symbols are used in the weather forecast?
4. Select background for weather report to be used on chroma key wall.
5. Allow students to practice their weather forecast.
6. Videotape student volunteers so other students can critique their weather forecast.

Note: When taping, use lavalier microphones because meteorologists need their hands for pointing to the weather map.

VIII. Unit Outcomes or Product Produced:

Students will produce a videotaped weather report.

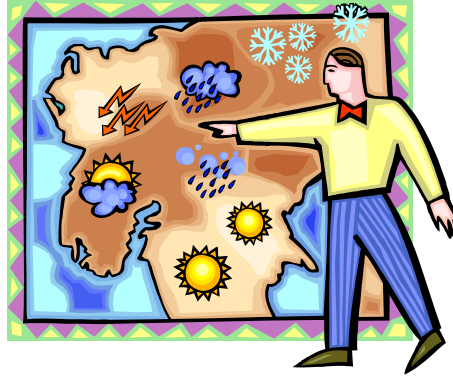
VIX. Write a summary which address how the integration of the technology in this lesson is relevant and increases student achievement.

This lesson uses technology to help students with preparing with oral presentations and learning basic weather forecasting vocabulary.

Name: _____

Date: _____

What is the Weather?



	Below Avg.	Satisfactory	Excellent
1. Has clear vision of final product	1, 2, 3	4, 5, 6	7, 8, 9
2. Properly organized to complete project	1, 2, 3	4, 5, 6	7, 8, 9
3. Managed time wisely	1, 2, 3	4, 5, 6	7, 8, 9
4. Acquired needed knowledge base	1, 2, 3	4, 5, 6	7, 8, 9
5. Communicated efforts with teacher	1, 2, 3	4, 5, 6	7, 8, 9
6. Creativity	1, 2, 3	4, 5, 6	7, 8, 9
7. Demonstrates knowledge	1, 2, 3	4, 5, 6	7, 8, 9

Total Score: _____

Teacher(s) Comments: