**Tornados! iMovie**

**Lesson Plan**

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**Overall Goal for the Lesson:**

To give children the opportunity to document what they have learned throughout the course of the project.

**Description of classroom, grade level, and students:**

* 1st grade, ages 6-7
* 23 students
* Mixed income families
* 2 out of the 23 are English Language Learners (Spanish); 21 are native English speakers
* Some students are in Piaget’s preoperational stage of cognitive development and some are moving into the concrete operational stage
* One child is on the autism spectrum, another child has been diagnosed with ADHD, and another child has symptoms of ADD

**Student Objectives for the lesson. (Given a condition, the students will, to what level).**

After brainstorming what the children want to include in the project, the teacher and students will develop a storyboard for the video.

Given an introduction to using the video camera, at least several of the children will contribute video to the project.

**Length of Lesson: (minutes, number of class periods, or days or weeks needed).**

The children will collect and take pictures and also film the clips for this video over the course of the entire tornado unit, lasting at least 2 weeks.

**Schedule of Activities: (Break down your activity into a timeline of events. Focus on what students will be doing and what teachers will be doing during each part of the activity.)**

1. Introduce the concept of a storyboard in a whole group session.
2. Brainstorm what the children want to include in their video.
3. Create a storyboard with the students.
4. Assign roles (camera person, props, actors, etc.).
5. Form committees to oversee each segment of the video.
6. Provide the students with still and video cameras to complete the project.
7. Work with the children to edit the video.
8. Show the finished product to the students and invite guests (e.g., other classes, parents).

**PASS Content Standards Addressed (Copy and Paste from:** [**http://sde.state.ok.us/Curriculum/PASS/default.html**](http://sde.state.ok.us/Curriculum/PASS/default.html)**)**

LANGUAGE ARTS

Standard 4: Vocabulary – The student will develop and expand knowledge of words and word meanings to increase vocabulary.

3. Use new vocabulary and language in own speech and writing.

Standard 2: Speaking – The student will express ideas and opinions in a group or individual situations.

1. Stay on topic when speaking.

2. Use descriptive words when speaking about people, places, things and events.

5. Relate an important life event or personal experience in a simple sequence.

6. Provide descriptions with careful attention to sensory detail.

7. Use visual aids such as pictures and objects to present oral information.

Standard 3: Group Interaction - The student will use effective communication strategies in pair and small group context.

1. Show respect and consideration for others in verbal and physical communications.

2. Make contributions in group discussions.

# SCIENCE PROCESSES AND INQUIRY

Process Standard 4: Interpret and Communicate - Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, and other visual representations. The student will accomplish these objectives to meet this process standard.

3. Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.

*Earth/Space Science*

Standard 3: Changes of Earth and Sky - Observe natural changes of all kinds such as the movement of the sun and variable changes like the weather. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

2. Weather changes from day to day and over the seasons. Weather can be observed by measuring temperature and describing cloud formations.

SOCIAL STUDIES

Standard 4: The student will examine the interaction of the environment and the people of a community.

3.Describe the impact of physical changes, such as seasons, on people in the neighborhood /community (e.g., how seasons affect what people eat and wear).

**PASS Instructional Technology Standards (Copy and Paste from:** [**http://sde.state.ok.us/Curriculum/PASS/default.html**](http://sde.state.ok.us/Curriculum/PASS/default.html)**)**

Standard 1: The student will demonstrate knowledge of basic operations and concepts.

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.

Standard 3: The student will demonstrate knowledge of technology productivity tool.

1. Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.

2. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

Standard 4: The student will demonstrate knowledge of technology communications tools.

1. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

Standard 5: The student will demonstrate knowledge of technology research tools.

2. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.

3. Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.

Standard 6: The student will demonstrate knowledge of technology problem-solving and decision-making tools.

1. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.

**Assessments: How will these activities be assessed? (Go back to your objectives, what will the students do? Make sure that each objective is paired to an assessment measure that allows students to show it).**

Observe the children, take anecdotal notes, and view the completed video. Do they participate and contribute to the video? Can they articulate their ideas using relevant vocabulary?

**Accommodations: How might the lesson need to be adapted for students with special needs?**

If the child on the autism spectrum is not comfortable being in front of the camera, he or she can hold the camera and manage props. During the storyboard creation, allow the children with ADHD to use a disc-o-sit. Give English language learners the opportunity to contribute to the video in their native language.

**Materials Needed: Go through each activity and identify what items (both technology and not) are needed to complete this lesson. Include a breakdown according to individual student or student groups. Include materials that need to be created as well.**

Video camera with accessories

Computer

iMovie software

Projector to view finished product as a group

Materials collect during the course of the project