

IPM

Teacher: Miss Kachmor

Grade: 2nd

Time: 40 mins

Science/ Art

Birthday Month Season

Lesson Frame Work/overview: For this lesson I am going to teach the students about the seasons, in particular their birthday month season. This lesson is designed to force the each student to think create and process information in their own way and express in their own way the task at hand. They will research the month of their birthday along with the season that it falls in. Think about what happens during that month and season and why. Also think of how it happens and add in anything else you find of interest.

Goals:

The students will create a piece of work that shows how they process specific information they learned about their birthday month and season

The students will write a short essay about what they learned and what steps they took to gather their information and explain why they presented their information the way they did.

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies

Performance Indicator:

Use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound

Standard 4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Performance indicator:

Describe patterns of daily, monthly, and seasonal changes in their environment

Describe the relationships among air, water, and land on Earth

Objectives:

The student will create a piece of work that expresses specific information they gathered about their birthday month and season using all appropriate material and facts.

The students will write an essay about their piece of work explaining why they chose to present their information the way they did and why it is helpful to the class.

Lesson Implementation:

Anticipatory Set: During your birthday month and throughout the season of your birthday what major changes occur in the environment?

Are their patterns from month to month and season to season, or are the changes just random? It's up to you to find out!!

Development: It is during this time that each student will have time to learn and explore about their birthday month as well as its season. This is where each student will be responsible for their own information learned and how well their project represents what they learned from books, the internet, personal experience and other prior knowledge.

Monitoring Inquiry Process: I will help my students follow the inquiry process by going around the room and seeing where they individually need help and guidance.

Independent Practice: Before I send them off on their own I will let them in groups with those who have a birthday in the same season. This will allow them to brainstorm and talk about what comes to mind before they start creating.

Closure: I will encourage my students to reach meta-cognition and to know how they did this by having them each explain to the class what they did to get their information and the steps they took.

I will also have them work one on one and tell their partner how they got their information and how they came to their conclusions.

Assessment: To assess my students work I will do a couple of things. I will have them present their project to the class; I will use a rubric to grade them on correct information as well as prior knowledge and creativity.

I will also assess them by giving them a worksheet about the months and seasons and see how well they listened to their classmates and to the changes that occur during their birthday season and month.

I will also assess them on their writing by using a rubric. This will score their grammar as well as how well they processed the information and the task at hand.

Critique Questions:

Was my main attention grabber question in the Anticipatory set interesting enough?

Did I give my class enough information about their task before sending them on their own?

Was I motivated enough about this to further motivate and interest my class?

Were the worksheets parallel to the information the students taught the class?