

Technology Integration Activity Plan

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Weather Report

- **Grade Level:** Third
- **Subject:** Science
- **Standard:** ESS2.D: Weather and Climate -Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.
- **Objectives:**
 - By the end of the unit, the students will be able to design a news team.
 - By the end of the unit, the students will be able to research various forms of weather.
 - By the end of the unit, the students will be able to track the weather of a particular city for five days and graph it.
 - By the end of the unit, the students will be able to create a news script.
 - By the end of the unit, the students will be able to use a green screen and a correlating app to create a weather report and edit their video.
- **Procedure:**
 - Students will be placed in pre-selected groups of four; the children will form a news anchor team. They must come up with the news channel, station name, and which city their station is located in. This will all be done through group collaboration. During this time, the students have the ability to use the

Chromebook or iPad to look up various logos to help brainstorm a logo and potential news team name.

- Beginning on this day, the students will use a weather website of their choice to identify the high and low temperature of the day, wind speed and direction, and report the conditions such as rain, snow, sun, and so on. They will be tracking the weather of their city for five days. The group members will have to work on designing a graph or chart to document their city's weather information for each day. This graph or chart should be placed within some type of online collaboration resource such as Google Docs. This way, all group members have the opportunity to collaborate on it. The students will also share the collaborative resource with me, so I will be able to see how they are progressing throughout the project.
- For approximately two days, students will use online resources to research various types of weather that happen within the city that they selected. The pupils will use their collaboration resource to share their findings with the group. Also beginning this day, I will take a group and walk them through using the green screen. The students will have the opportunity to explore the iPad app, DoInk. This will be the app that they use to make their final news report. I will facilitate their learning by briefly informing them of the options they can use on the app, but they will have a majority of the allotted time to play around with the app.
- Once the students have completed their research about weather, they will be working on designing a logo for their news team and will begin to write a weather report script. This script should be long enough for a three to five minute video.

They will be using the information that they have gathered from their days of research and what they currently have gathered from their city's daily weather.

The day to day weather will be incorporated into the script as they progress through the week. The students will once again use their iPad or Chromebooks to access their collaboration resource (Google Docs) where they will work on their script as a group. Two students will be the writers and two students will be the editor's. The students will have approximately two to three days to develop and edit their script.

- The children will have to divide the group jobs for the taping of their weather report. Two students will have to be the news anchors, one will be the videographer, and one will be the editor. The students will have to use their collaboration resource to document which member has which job and why that student was selected for that position. I will be able to access their collaboration resource and observe the roles of each group member.
- The students will put the finishing touches on designing their news channel logo and will begin to create a large logo that will be placed on the news desk. The students can use a variety of materials such as cardboard, tag board, and markers. If they want to challenge themselves, they can use the computer to try and create their logo.
- For the following week, the students will have time to use the green screen and video tape their weather report. I will monitor the students as they use the green screen equipment. Once they have filmed their three to five minute video, they will edit their video through the DoInk app.

- When the students are finished with filming and editing their video, they will share it with me. When I have all of the videos, we will dedicate our allotted science time to watching the weather reports the students have created.
- **Technology Present:** iPads, Chromebooks with internet access, green screen, DoInk app.
- **Rubric Breakdown:**
 - **Active:** Infusion Level – The students are able to use a variety of the technology. They understand how to use the Chromebooks and iPads and incorporate them in their learning. I would model how to use the green screen, but allow the children to do most of the exploring with this new app.
 - **Collaborative:** Infusion Level – Students have continuous access to the technology for collaboration purposes. I provide opportunities for the students to use the technology and suggest that they do so.
 - **Constructive:** Adaptation Level – The lesson is designed to incorporate a variety of technology to help the students better understand the concept of weather. I, the teacher, have selected the types of technology for this lesson, but they have the opportunity to use the technology in a way that helps them understand the topic better.
 - **Authentic:** Transformation Level – Students are using the technology to connect to real world situations. Throughout this unit, I would encourage the use of technology and how they can use it for real world purposes such as research and checking the weather. The students all have the opportunity to use online resources to search about weather in various areas of the world.

- **Goal-Directed:** Infusion Level – The students are using a form of technology like Google Docs to help organize their progress with this unit. They are able to watch how they are working towards reaching the end goal of this project. Throughout the unit, I allow the students to use the devices every day to help monitor their progress. I can also evaluate what steps of the project they are on.

Some ideas and concepts were derived from Kay Power and found on the Instagram page “The Creative Classroom” by Ashlyn Ellsworth.