

Lesson Plan 5: Seasons PowerPoint Presentation Seasons Culminating Activity

Subject: Science

Unit: Seasons

Grade level: 1st-4th grade

****Prior knowledge: students have some gained knowledge about seasons from the 4 previous activities.**

Objectives:

1. Students will be able to complete their K-W-L chart.
2. Students will be able to develop and edit a PowerPoint (ppt) Presentation as a review/summary of the seasons unit.
3. Students will be able to use a digital camera.
4. Students will be able to insert pictures from digital camera into their PowerPoint (ppt) presentations.
5. Students will be able to use the Internet to search for appropriate sound/music, download sound/music and insert into PowerPoint Presentations.
6. Students will be able to search for video clips related to seasons, download, and insert into PowerPoint presentations.
7. Students will be able to create Hyperlinks to different sources and to different pages within ppt presentation.
8. Students will be able to download and insert pictures/images from Microsoft Clip Gallery and from appropriate Kid-safe websites into their PowerPoint presentations.
9. Students will be able to cite sources. Students will become aware of copyright issues and appropriate use of the Internet.
10. Students will be able to take an interactive [Weather and Climate Knowledge Quiz](#) via the Internet.

Materials:

LCD Projector
Digital Cameras
Photo Editing Software
Digital Camera Editing Software
Computers
Microsoft PowerPoint

Internet Access
Microsoft Word
Seasons books (lesson 3)
K-W-L charts (lesson 1)
I-movies (lesson 4)
Kidspiration webs (lesson 2)

Time period:

1-2 weeks (Depending on the Availability of Computers)

Safety Precautions:

Appropriate use of Internet and copyright issues. Teacher should evaluate and analyze different [kid-safe sites](#) for safety issues. Insure that students site sources for any images/information from Internet. You need parents to sign, “[Permission to Photograph/Videotape Release forms](#)”, from your district, to publish student pictures on the web!

Science Standards and Benchmarks Objectives:

Michigan Science Standard: I. Construct New Scientific and Personal Knowledge

Content Standard 1: All students will ask questions that help them learn about the world; using appropriate technology; learn from books and other sources of information; communicate their findings using appropriate technology; and reconstruct previously; and reconstruct previously learned knowledge.

(Constructing New Scientific Knowledge)

Elementary 6: Construct charts and graphs and prepare summaries of observations.

Michigan Science Standard: Avulse Scientific Knowledge from the Earth and the Space Sciences

Content Standard 3: All students will describe and investigate what makes up weather and how it changes from day-to-day, from season to season and over long periods of time; explain what causes different kinds of weather; and analyze the relationships between human activities and the atmosphere. (Atmosphere and Weather)

Elementary 3: Describe seasonal changes in weather. (Key concepts: Seasons: fall, winter, spring, summer. Real world contexts: Examples of visible seasonal changes in nature.)

Content Standard 4: All students will compare and contrast our planet and sun to other planets and star systems; describe and explain how objects in the solar system move; explain scientific theories as to the origin of the solar system; and explain how we learn about the universe. (Solar System, Galaxy, and Universe).

*Elementary 2: Describe the motions of the **earth** and moon **around the sun**. (Key concept: Perceived movement of the sun across the sky, orbit, month, year, day, night, spin, and calendar. Real world contexts: Models or diagrams of the positions and relative distances between the sun, earth, and moon; models showing the motions of the earth and moon; outdoor observing the sun's motion.)*

National Science Education Standards:

Earth and Space Science

Content Standard D:

As a result of their activities in grades K-4, all students should develop an understanding of:

- **Properties of earth materials**
- **Objects in the Sky**
- **Changes in Earth and Sky**
- *As a result of this content standard, students should now understand the sun supplies the light and heat required to sustain the temperature of the earth. It also includes the fact that weather varies from day to day and over the seasons.*
- *Students should also understand the fact that as the sun moves across the sky its path changes slowly over the seasons, as well as why seasons occur and take place.*

National Technology Education Standards:

National Education Technology Standard 3. Technology Productivity Tools: Students use technology tools to enhance learning, increase productivity, and promote creativity. Students use productivity tools to collaborate in constructing technology-enhanced materials, prepare publications, produce other creative works (Grades 3-5).

Benchmark 5: Use technology tools (e.g. multi-media authoring, presentation, web tools, digital camera, scanners) for individual and collaborative writing, communication and publishing activities to create knowledge products for audiences inside and outside the classroom (3).

Engage:

Day 1 and 2

1. The teacher will ask students to complete their K-W-L charts and type, using Microsoft Word, everything they've learned (the "L" category) about seasons and weather. (This may include information from the K-W-L, taking pictures out side using digital camera, the I-movie, etc.)

2. Teacher will open up PowerPoint and briefly introduce and model basic/main features to students using classroom computer and LCD projector.
3. Teacher will show at least three examples of PowerPoint slideshows, which include different transitions, embedded pictures/images, video clips and sound/music, etc.
4. The teacher will review previous lessons/concepts taught by making a list, with students, using Microsoft word and the LCD projector of all the information we would want to include in our PowerPoint Presentations about Seasons. (Have students refer to the L part of their K-W-L chart and lessons 2, 3 and 4).
5. Ask students to brainstorm, in groups, about ideas on how to develop a seasons and weather PowerPoint presentation and what kind of information they would include.
6. Remind students that presentations must cover all lessons and concepts learned in previous lessons. Students will plan/write in journals and/or on construction paper.
7. Work with students so that information can be grouped into meaningful categories (four seasons) or into some sort of organized manner.

Day 3

1. Students work in groups. Assign students a category to research and to experiment with. For example, the spring group has to think of signs of spring, activities for spring, how spring affects animals and plants, etc.

2. Allow students time to explore the Internet using assigned "Kid safe" sites and to experiment with Microsoft PowerPoint.

Day 4

1. Teacher will demonstrate formatting features of PowerPoint and creating different transitions.
2. Teacher will model/demonstrate-inserting images/photos from digital camera, Internet and Microsoft clip gallery into a PowerPoint Presentation.
3. Allow students to take pictures of each other. Students have experience in using digital camera and editing software from previous lesson(s). Also, remind students to site sources if using any images or information from Internet.
3. Allow students to work on Microsoft PowerPoint Presentations. Help students insert their digital photos or images from the Internet as needed and make sure students save work.

Day 5

1. Students will watch several movies from Wayne Resa web site for streaming or downloading educational [videos](#). Teachers will need to use password from your school district, most district have access.
2. Teacher will review special features for creating an outstanding PowerPoint presentation: Formatting, inserting images/photos, sounds/music, etc. by using classroom computer and LCD projector.
3. Teacher will model/demonstrate finding appropriate video clips, downloading clips, naming clips, saving in appropriate folder and finally inserting videos into ppt presentations.
4. Allow students time to work on their ppt presentations.

Days 6 and 7

1. Teacher will review skills learned in previous lessons.
2. Teacher will demonstrate using and creating webs and hyperlinks in ppt presentations.
3. Some advanced students will have already mastered or have already discovered these ppt features and much

more...have these students be the classroom experts and assist other students!

4. Allow students to work on ppt presentations and monitor information that students are incorporating into their ppt presentations.

5. Most students will be finished and are just adding the finishing touches or polishing their presentations.

Day 8

1. Students present ppt slideshows.
2. Questions and discussions are encouraged.

Day 9

1. Teacher will review and condense information from students' ppt slideshows.
2. Teacher creates a final product...a one-classroom ppt presentation, which should include all groups. Classroom Presentation will be a final review of all pertinent information learned in all lessons.

Evaluation

Students will take two short quizzes. One will be from final (class) pt presentation and the other will be an interactive [online quiz](#).

Explore:

1. Each student will take turns and help develop, add, and edit the Seasons PowerPoint Presentation at the teacher's station.
2. Students are encouraged to come to the teacher station (connected to an LCD projector) to demonstrate or share any new findings.
3. Students are encouraged to develop an assessment using PowerPoint.

4. Students are encouraged to create a habitat for each season using PowerPoint or any other software program they wish.

Explanation:

Upon completion of presentation, students should be able to understand important concepts about seasons and weather and should be able to:

- Review all previous lessons (lessons 1-4).
- Name all four seasons (spring, summer, fall, and winter)
- Identify the types of weather/climate/precipitation that each season receives.
- Identify a variety of things they see, hear, touch, smell, and taste during each season.
- Identify signs of seasons.
- Name activities/proper clothing associated with each season
- Understand that some general seasonal changes have an affect on plants and animals.
- Understand that seasons exist because of the tilt of earth's axis, as it orbits around the sun, not the distance between the Earth and the Sun.

Extend/Apply:

- Students are asked to think about creating an activity/book for a story that we are reading in Language Arts using Microsoft PowerPoint or to develop an activity for any other subject.
- Create a play about seasons
- Have a seasons party with appropriate foods for each season and invite parents to see ppt show and to experience the different kinds of foods.

Resources:

<http://www.miclimb.net>

http://www.michigan.gov/documents/MichiganCurriculumFramework_14058_7.pdf

<http://www.nap.edu/readingroom/books/nses/html/overview.html#content>

<http://cnets.iste.org/>

<http://streaming.resa.net/> (video Streaming/downloading)

http://school.discovery.com/quizzes20/curriculumcenter/CC_Weather.html (Online Quiz)

BrainPop.com

http://www.edhelper.com/ReadingComprehension_27_23.html

<http://pics.tech4learning.com/>

Kid-safe Websites (over 100): <http://www.josts.net/explore/kidsafe.htm>

www.google.com

<http://www.fi.edu/time/Journey/JustInTime/seasons3.html>

<http://www.fi.edu/time/Journey/JustInTime/seasons2.html>