

Lesson Transcript

T = Teacher (Philippa Haynes, New Prospect Elementary School, Inman, SC), S = Students

EXPLAINING THE RUBRIC

T: I wanted to quickly go over how I'm going to assess or grade your group projects. You have learned a tremendous amount of information about a severe storm, and how to stay safe if that weather is approaching, so I want to go over how we, myself and you, are going to grade your How-To videos together. So I have a couple of different areas I'm looking for. The first one is whether or not you state your severe weather. So I want to know, when you present, at some point in time did you say we're talking about floods, or tornadoes – something that tells the topic I'm presenting about how to stay safe.

T: (reading from chart) Explain the appearance of the severe weather. So did you tell me what it looks like. So, going through your brain right now, did you explain what your weather looks like. Like, I need to know that a tornado looks like spinning clouds that are in the shape of a funnel. So tornado group, you've done that, right? So they're thinking to themselves, I've done that, so I'm going to get the most amount of points for that one.

T: Explain the effects. What do you think I mean by that?

2:51 (repeats) T: What do you think I mean by that?

S: CAPTION: What kind of damage it caused.

T: What kind of damage it caused, absolutely.

S: We said it could last for 10 seconds, and destroy a house in 5.

T: Exactly. Is that explaining the damage that I could cause? Absolutely. So if you know your group did that, you'll get the most amount of points.

T: If your group kind of did that, but didn't exactly tell me how it creates the damage, then I would take off a couple of points, and then if your group did not, I would take off more points. Right? Because that's how a rubric works. We as a group are going to look and see, did you do this all of the time, some of the time, or maybe not at all.

T: Our next criteria, we're going to look at communicating precautions. So what do you think I mean by that? What are you thinking? When we are telling people, how to stay –

S: safe

T: Safe. So think back to what your group practiced, if you guys talked about staying safe and this is what you need to do, do you think you're going to get full credit? Yes, absolutely. Because I want to know if you know what to do if that severe weather is approaching.

T: What about, this one is a good one. Cooperation, what does cooperation mean?

T: A?

S: Working together.

T: Working together. Why is it so important to work together L?

S: So like you can get like a high grade.

T: Is it just for a high grade?

S: No, so you can make your play better or something.

T: Why did it make your play better?

S: Because like you like work together, like Logan comes up to his father and he says no I'm not going to give you the money. That wouldn't make it so good.

T: Oh, you're talking about within the play? So if you have one person who's off to the side and they're not really participating, does it look good anymore?

S: No

T: No.

<p>T: Participation, what does that mean? This one you might need to think for a second. Will you turn to your neighbor real quick and see if they can tell you what participation means.</p> <p>T: H, will you share with us what you were telling your partner?</p>
<p>S: I think participation means to work with your partner, and like, did you help them out, did you like work with them,</p>
<p>T: So if Chase and I are in a group, and he and I are fussing at each other, and he's like, "I don't want to do that," and I say, "I don't want to do that," and then I'm just like, "Whatever, I'm not going to do it, I'm just going to sit over here –</p>
<p>S: You're not participating T: Why am I not participating? S: Because you're just like, "I'm not doing this anymore." T: Am I helping or hurting my group when I do that. S: Hurting T: I'm hurting my group. S: They need you in the group, or else it won't be as good.</p>
<p>T: You're right. It won't look as good, will it. So if you've been participating the whole time, you'll get full credit.</p>
<p>S: That's like an easy one. T: It's easy for some people, but it's not easy for everybody. S: It's not?</p>
<p>T: It might be easy for you, but not easy for others. Let's look at our last one, entertainment. The purpose of our how to videos is to explain about your severe weather and what to do if it's approaching, but you also want to make it what? S: A little bit funny. T: You want to make it fun to watch.</p>
<p>T: Any questions about how we're going to grade this? When we sit down, instead of me going through it myself, I'm going to sit down with your entire group, and we as a group are going to grade it together. Why do you think I would choose to do it like that?</p>
<p>S: Because if you don't remember what we did when you go to grade it and stuff, then we'll be like, Hey, we didn't do that.</p>
<p>T: That's true. So you're saying maybe I didn't get a good perspective on what your group was actually doing? S: We have to tell you what we did. T: So you kind of want to have a what? S: Conversation. T: You want to have a conversation with me about what you think your grade should be. And I'm open to that, because AJ's right, was I able to sit with your group the entire time you worked together? S: Yes T: The whole time? S: No T: I was able to come around and have conferences with you, but was I there the entire time? S: No T: No. So that's why it's really important for you to be part of this grading process with me. OK? Wonderful</p>
<p>PEER FEEDBACK 1</p> <p>T: Do we have a group that would like to volunteer to share with their friends first? Let's have the thunderstorm group. So I'm going to grab your props. And you guys can get into position. T: Now the green screen is going to be against this wall, so boys, you're probably going to want to come sit here, where I am.</p>

T: And – action.

S: Oh wise and knowing men. What is a thunderstorm?

S: It's something that makes a booming sound like this (hits drum)

S: Oh, is it just a booming sound from down on the ground?

S: No, it's from the clouds.

S: Oh, is it just a tiny cloud up there?

S: No!

S: Well just explain it!

S: It's a storm that has rain, hail, thunder and lightning, like this (makes sound with stick)

S: Now I know that. What can it damage?

S: Thunder can't damage anything, but lightning can.

S: Well, I just need one more thing to know. How can we stay safe?

S: Stay away from trees and water.

S: Now that I know about thunderstorms, I can be a wiseman too. Ommm.

T: Bravo, let's give them some applause.

You have a whole bunch of smiling friends right now. Would you like to share a couple of things – now remember, it can either be something you think they did really well, like a Great, or it can be a Wish, that constructive criticism, something like a little tweak that they could do to make it even better.

Alright, I'm going to let you call on your friends, this was your group.

S: AJ,

S: I really like how you made it entertaining.

T: Can you be specific and tell them how.

S: Like once you were like ommm

T: Did you guys get that? That reference, where that is from?

S: Like from Egypt or something like that.

S: It's like meditating.

T: It is like meditating, you're right, it is.

S: P

S: At the end, I liked, um, G, when he did it too. (ommm)

S: CAPTION: I wish like when you all said stay away from a pool of water, I wish you had said stay inside or something like that. Or stay away from windows.

T: I'm not doing it, they're doing it. You tell them.

What do you think about that? Do you think it's maybe a good idea to include that part? OK, so tell him, say, could I say something like this? Tell him what you might say, J, cause that's your line, right?

S: (nods)

T: Tell him what you might say instead.

S: CAPTION: Stay inside and away from water and trees.

S: No, I've got one. For J, so you would say this: Stay inside and stay away from windows.

S: CAPTION: You don't really have to stay away from windows. That's only during a hurricane or tornado.

S: Yeah, but you can, cause lightning could strike through a window and hit you.

T: J, why don't you tell them why you said to stay away from trees and water. Why did you say that? Where did you get that information from? Did you get it from your research?

S: Or he might have just known that from –

T: I don't know, that was pretty specific, to say stay away from trees and get away from water, so do you think that's something he already knew or something that he researched?

S: Research

T: Probably something that he researched. J, do you think you could include to go inside during that time?

S: (nods yes)

T: So what could that line become? Instead of just saying, stay away from trees and water, what could

you add to that?

S: Stay inside or underground?

T: Are you going to stay underground, though? Do you have to stay underground during a thunderstorm? Ask your group, say do we have to stay inside during a thunderstorm? I mean, do we have to stay underground during a thunderstorm? I'm sorry, I misspoke. Do you have to stay underground?

S: No

T: So do you need to include that part?

S: No. You can keep your line about stay away from trees and water, but what would be a good idea for him to add? B, what should he add?

S: And, stay inside.

T: And stay inside. Awesome job, guys.

PEER FEEDBACK 2

(kids getting ready)

S: What are you reading?

S: Floods

S: Can I read with you?

S: Sure (reads very quickly from book)

S: Boo!

S: What are you reading?

S: Floods

S: I know all about floods

S: Are you just bragging?

S: Yes

S: O, F.

S: I know what the damage they can do.

S: What?

S: They can move cars, even sink houses.

S: How do we stay safe from a flood?

S: Get to high ground.

S: Let's go practice now.

S: Wait for me.

S: H?

S: I liked how F was sitting down and then he sort of came up a little bit, and he was like, boo!

S: AJ?

S: I learned that something that causes floods is once rain falls and the ground can't suck it up.

S: I wish that P wouldn't read so fast because I didn't understand her that well.

T: So what could you say? That was constructive criticism. She's trying to help you get better so when you're in front of the green screen, it's almost perfect.

S: I'll read a little slower next time.

T: All right, did they say all the information they were supposed to – state their severe weather, talk about what it looks like, damage it could cause, how to stay safe?

S: Yes

T: Was it entertaining?

S: Yes

T: It was, wasn't it. Let's give them one more round of applause.

FINAL PREPARATIONS AND FILMING

T: What I'd like us to do, is I'm going to ask you to go to the spot where you practiced. Remember with the green screen, you have one picture that you get to choose behind you. So I want you to sit with

your partners and decide what you want that picture behind you to be. Go to your spot please.

S:...CAPTION: just like the lightning, because I'm afraid it will look like we're getting struck by the lightning.

T: If A is suggesting using a picture of lightning, it could just be it's going along with your song. What do you think about that?

T: Just tell me why you wanted a picture of lightning, why that was important to you?

S: Because we're doing a song about lightning.

T: You want your background picture to be what?

S: Thunderstorm.

T: Ah, OK

S: I want it to be like, (does omm gesture)

T: Well, but that's your job isn't it? That's what you're doing. You don't want a picture in the background of you doing this, because you're already doing it.

S: All of us are.

T: Yeah, so tell me why you think a picture of a thunderstorm would be your best choice?

S: CAPTION: We're learning about thunderstorms.

T: And that way the viewers watching it will go, oh, this is all about –

S: Thunderstorms.

T: Good thinking, I'm liking that.

(Filming of Hurricane Group)T: look for Ms. Tyner's cue
(kids watch on the I-Pad)

FINAL PRESENTATIONS

(see scripts from Lesson 4)

SELF/TEACHER ASSESSMENT

(girls writing)

T: Alright, we're going to have a little conference and as a group evaluate how you think you did on your how-to video. So let's take a look at our rubric. What was the first thing that we said we're going to evaluate ourselves on?

S: State severe weather

T: Did you do that during your video?

S: Yes

T: I feel confident that you did too, so in your opinion, how many points do you think you should get, 10, 8, or 6?

S: 10

T: 10 being you did everything, 8 some and 6 none. What would you give yourself?

S: 10

S:10

T: 10! So why don't you put a little check in that box just like I do with your other rubrics. Awesome. What's the next thing that we're evaluating on? Was explaining the appearance of severe weather. Did you do that? Do you remember, what did you say in your song?

S: We told them that there was damaged and how it looks

S: A spark

S: It looked like a spark of electricity.

T: Yes, you said, "Lightning is a spark, lightning is a spark, lightning is a spark of electricity – Yes, so did you do that? Did you state what the appearance of it looked like? So would you give yourselves 10 points you did that, or 6 points you didn't. So give yourselves a check in that category. I would agree with you on that. Let's look at the next part. We said explain the effects, so what damage does it cause.

S: uh huh.

T: I see a head nodding yes, tell me when you said that.

S: The tree was caught on fire, we did that part.

T: Yes, you're right. So if the lightning hit something, the effect will be

S and T: It will catch it on fire

T: Let's look at our next category. We have got communicating the precautions, so talking about your safety plan. Did you guys have a safety plan in your little skit? Did you talk about what you should do to stay safe?

S: Yes

S: Oh, yea, the little house and car thing, where you had to go inside a house or a car.

T: Do you remember that part of the song? Can you sing it?

S: Lightning is dangerous, you want to stay safe. So you should go inside a house or a car.

T: Yes! So did you state it and give yourself 10 points, or did you not state it and give yourself 6 points?

S: 10

T: Yes, I would agree with you absolutely. OK, let's look at our next one. We have cooperation, which is like working together. This is throughout the whole process, from the beginning of writing the script to today where we finished making the video. So through the whole process, I see you going – why do you say 8?

S: Because we kind of didn't do it that much, we kind of just did it a little. We thought one thing would be perfect but another one didn't, so we just didn't do that part and finally we just got it one.

T: Would you agree with her on that one?

S: (nods yes)

T: So maybe at first, what, you all were

S: Kind of like weren't cooperating together

T: So kind of like not working as a team, maybe fussing at each other a lot. But what happened at the end?

S: We were.

T: You did. You guys came together and pushed those differences aside, and then look what you created! What did you end up creating because you worked together?

S: A song.

T: An amazing song! And an amazing video, right? So how would you evaluate yourselves? Would you give yourself a 10 I did that all the time, an 8 I did that some of the time, or a 6, I didn't do that at all.

S: That one (points to 8)

T: You're thinking an 8. What about you?

S: (points to 8)

T: Same thing.

T: So there were times when you didn't participate. But you know what, what have you realized from – what happened when you did participate with your group?

S: I got happy.

T: You got happy because it wasn't stressful anymore now

S (nods head yes)

T: Was it?

S: No

T: And then when you guys were together, you were able to create something amazing. Do you think you would have been able to do that if you were all by yourself the whole time

S: (nods no)

T: Probably not.

T: And I appreciate your being honest. It's hard to be honest with yourself, but when you're honest with yourself, it helps you what?

S: It helps you work together and do it.

T: And grow as a learner, right?

T: Let's look at our last one – entertainment. So was your video very entertaining, like the viewer would describe as enjoyable to watch, sometimes, or not entertaining. What would you give yourselves?

S: Probably a 10 because ours wasn't like others and it helps you learn a lot more

T: Helps you learn and was also

S: Fun.

T: Fun. A.'s pointing to that too. She didn't say that, but she's pointing to it, I'm a 10. So give yourself what you think you deserve. Wonderful. Now if we add up all of these scores, we can go ahead and give you a grade on that. So if I add up all these percentages, we have 2 points off here, and 2 points off here, so what's 2 + 2

S: $2+2 = 4$ so 4 points off

T: From 100

S: 95

T: Close. 96. So you give yourself a 96. And do you remember what a 96% is?

S: An A?

T: That's an A. Do you think you deserve that A?

S: (nod yes)

S: ye – yeah.

T: Yes? Awesome. And you can give yourself a smiley face like I do too.

UNIT CLOSURE

T: Wow, today we wrapped up our unit on using informational texts to complete a research project. How are you feeling?

S: (unison) Good.

T: Tell me about those feelings as researchers. What did you learn during this whole experience. AJ, what did you learn?

S: You have to work together. Once you find something, don't just keep it to yourself. Share it with people.

T: Yes, researchers work together, don't they, and they usually talk about the things that they've researched because it helps what – when you do that it helps you –

S: memorize

T: Or understand what you've read or what you've learned. What else did you learn throughout this unit?

S: You have to kind of like cooperate with it. Say one of us didn't agree with it and none of us agrees with the others, we just have to pick one. So like we just have to pick one and go with it, or we won't be working as a team and one of us would just give up and don't do the thing.

T: And what did you learn about what happens when you don't work as a team, what happens to your project?

S: It will get messed up and it won't be any good.

T: Tell me about the most interesting thing you learned while researching. This whole unit you were researchers, asking those questions, and looking up that information, and thinking of more questions you had. What was the most interesting thing you learned? Can I share my most interesting thing? I thought it was really interesting that tornadoes – their speeds will go up to 300 miles per hour. I really thought it was more than that. So when that group was telling me, no, it's actually 300 mph, I thought it was more – so I found out that I was what –

S: Wrong

T: I was actually incorrect. Is that OK, if you thought one thing, and then you realized, oh, I wasn't right?

S: They're just helping you out.

T: They're helping me what?

S: Learn.

T: Learn! Right. Sometimes we think things, but then we realize after researching that we weren't exactly correct the first time and then we have to adjust our thinking. 1:26:08 Tell me something you learned throughout this unit that you think was very interesting and you really want to share with the group. I'll give you a second actually to think about that.

S: CAPTION: I think it's cool how hurricanes can like form when the clouds I think they have to spin over warm ocean water.

S: CAPTION: I think it's cool that when um a dam or a lake overflows um it can um build up and make a flood.

S: I just learned something that was pretty cool. I learned that lightning was hotter than the sun but it was really interesting to me.

T: Did anyone want to comment on that?

S: I want to know how hot it is.

T: So you want a specific degrees –

S: I want to know how the clouds push together and start spinning.

T: So what are you telling them, if they want to find the answers to those questions, they have to what?

S: CAPTION: Research. What else?

S: Why do tornadoes just like – bloop, bloop, bloop – whichever way they want?

S: It's because like when they spin they don't go in a straight line, because if you spin like a top, it doesn't go in a straight line

S: Like sometimes I spin around in my house and once I get going very, very fast I can't go very good because my legs would get tangled up. 1:28:51

T: Interesting. Interesting. So I like the way you're making an analogy to something you already know. Interesting

S: CAPTION: I never knew that a waterspout was less strong than tornadoes.

S: CAPTION: And I never knew there was any such thing as a waterspout.

T: I didn't know that either. I didn't know that.

S: I never knew that lightning can light something on fire.

T: Ummm. If it what, what does it have to do?

S: Strikes it.

T: If it strikes it. So as researchers, I hear a lot of people telling me information that they've learned, but I'm also hearing a lot of what –

T: Qu-

S: Questions!

T: Questions. So does it mean just because we've studied something that we really have all the answers and we never have any more questions?

S: No!

T: No, we're still going to have

S: To research

T: Well, we're still going to have questions aren't we. Researchers are always going to have questions about things that they're studying. Even when they feel like they're experts at it, they're still going to have questions. Fantastic job, guys.

S: CAPTION: I like research.

T: Me, too. I like research too.

S: I have questions about all of the severe weather. I have questions about all of it.

T: Do you feel like you're equipped now to go out there and figure out what you're supposed to do to solve those questions by yourself?

S: (nods yes)

T: I think so too.