

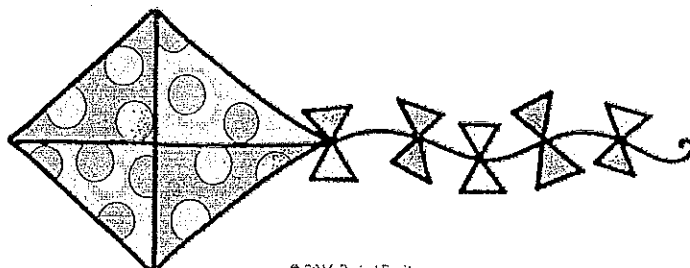
MY BEST GENIUS HOUR TIP:

GIVE A SAMPLE PRESENTATION!

The first time students participate in Genius Hour it can be overwhelming. This is especially true in second, third, and fourth grade. There is a lot of *freedom* in Genius Hour and, at times, the relative lack of structure can be frustrating for some students who like to know exactly what to do.

To help with this I (the teacher) also participate in Genius Hour! At the same time the students are choosing a topic, I pick one for myself. Then, before I expect students to demonstrate a skill, I demonstrate it myself.

WEEK	TEACHER GENIUS HOUR PROJECT DEMONSTRATIONS
WEEK 1	Model how you brainstorm finding a topic. I made sure to say all of my thoughts out loud. "Hmmm, I really love being outside. I wonder if I could do a project about that." "I was at the beach this week and I saw people flying kites." "I've always wanted a kite." "I want to learn more about kites."
WEEK 2	Model how you are turning your interest and research into an <i>essential question</i> . "How do you build a kit?"
WEEKS 3	Model finding acceptable research. Show students how you will find information on how to build a kite. I like to Google "How to build a kite <u>for kids</u> " to help keep results student-focused.
WEEK 4	Model how to write down the information I am finding about kites in "My Genius Hour Research".
WEEK 5-7	Model how to choose a project. What should I build or do with my question? A website? A blog? A sweater? I decide to actually build a kite and make a poster teaching others how to build one.
WEEK 8	Model a final Genius Hour presentation. Give the students of an idea of what you expect when they are to present their projects.



SUGGESTED TIMELINE

A suggested timeline for implementing Genius Hour in a second, third, or fourth grade classroom.



<p>WEEK 1</p> <p>Together: Brainstorm things that the class is interested in, problems they want to</p> <p>Individual: research potential topics</p>	<p>WEEK 2</p> <p>Together: Turning ideas and potential topics into inquiry questions to be solved.</p> <p>Individual: Write a Genius Hour Question</p>	<p>WEEK 3</p> <p>Together: brainstorm things that could be a final "project" to show what you have learned. (posters, websites, dramatic skit, lego model, mini-book, a hand-sewn object, knitting, etc)</p> <p>Individual: decide on a final project. Submit Genius Hour plan.</p>	<p>WEEK 4</p> <p>Together: teacher models how to find information for each project using "Sample Genius Hour" as an example. Skills include: safe googling, finding information in a book.</p> <p>Teach how to use research log.</p> <p>Individual: research topic, use research log</p>
<p>WEEK 5</p> <p>Together: teacher models how to record information found when researching.</p> <p>Use the "My Genius Hour Research" page(s).</p> <p>Individual: research topic, record findings</p>	<p>WEEK 6</p> <p>Together: continue to model research skills and preparing a genius hour project</p> <p>Use the "My Genius Hour Research" page(s).</p> <p>Individual: research topic, record findings</p>	<p>WEEK 7</p> <p>Together: continue to model research skills and preparing a genius hour project</p> <p>Use the "My Genius Hour Research" page(s).</p> <p>Individual: research topic, record findings, begin to create project and/or presentation</p>	<p>WEEK 8</p> <p>Together: teacher delivers a "final Genius Hour presentation" to give students a rough idea of what a presentation can look like</p> <p>Individual: Work on projects and prepare any presentations</p>
<p>WEEK 9</p> <p>Together: Address any concerns that have arisen. Conference with students 1:1 for individual support.</p> <p>Individual: Work on projects and prepare any presentations</p>	<p>WEEK 10</p> <p>Together: Address any concerns that have arisen. Conference with students 1:1 for individual support.</p> <p>Individual: Work on projects and prepare any presentations</p>	<p>WEEK 11</p> <p>Together: Address any concerns that have arisen. Conference with students 1:1 for individual support.</p> <p>Individual: Work on projects and prepare any presentations</p>	<p>WEEK 12</p> <p>Together: Address any concerns that have arisen.</p> <p>Students may work in small groups to practice presenting.</p> <p>Individual: Final preparations on presentations/projects</p>
<p>PRESENTATIONS</p> <p><u>Presentation Day 1:</u></p> <ul style="list-style-type: none"> • 3-6 Students Present • Questions from Peers • Students explore each others' work. 	<p>PRESENTATIONS</p> <p><u>Presentation Day 2:</u></p> <ul style="list-style-type: none"> • 3-6 Students Present • Questions from Peers • Students explore each others' work. 	<p>PRESENTATIONS</p> <p><u>Presentation Day 3:</u></p> <ul style="list-style-type: none"> • 3-6 Students Present • Questions from Peers • Students explore each others' work. 	<p>PRESENTATIONS</p> <p><u>Presentation Day 4:</u></p> <ul style="list-style-type: none"> • 3-6 Students Present • Questions from Peers • Students explore each others' work.

PRESENTATION ALTERNATIVE:

Instead of individual presentations, try having students set up their Genius Hour projects around the classroom in small booths. Invite other classes or administrators to walk through and explore their findings.