

Tennessee Tech University  
LESSON PLAN TEMPLATE

Name: Haleigh Baker

Date: 03/24/15

Lesson Title: Clouds

Grade/Level: 1st

Curriculum Standards	Focus Question/Big Idea/Goal	Rationale/Theoretical Reasoning
Grade 1 : Standard 8 - The Atmosphere GLE 0107.8.1 Gather and interpret daily weather data.	<u>Focus Question:</u> What are clouds and what are the four major types? <u>Big Idea:</u> Clouds are little drops of water or ice hanging in the upper atmosphere high above the earth. The four major types of clouds are stratus, cumulus, cirrus, and cumulonimbus. Stratus clouds are low and look like wide blankets of gray. Cumulus clouds are puffy and are low down in the sky. Cirrus clouds are white and feathery, and they are the highest clouds. Cumulonimbus clouds are the clouds you see during a thunderstorm, and they are dark and tall. <u>Goal:</u> For students to develop a fascination with clouds and a better understanding of their environment.	<u>Rationale:</u> It is important for students to learn about clouds, to know what they are, and to know what the four major types are because by looking at the clouds, they can predict what type of weather will be coming. Knowing what clouds are and what type of weather each type of cloud brings is a very important survival skill that all students should know.
<u>Lesson Objective(s)</u>		<u>Theoretical Reasoning:</u>
<ol style="list-style-type: none"> <li>1. The student will describe what a cloud is.</li> <li>2. The student will name and describe the four major types of clouds.</li> <li>3. The student will identify the four major types of clouds.</li> <li>4. The student will identify and define the vocabulary of the lesson.</li> </ol>		<b>Multiple Intelligences-</b> This lesson was created to reach a number of multiple intelligences present in Howard Gardner's Theory of Multiple Intelligences. The lesson specifically addresses verbal/linguistic, bodily/kinesthetic, naturalist, intrapersonal, interpersonal, and visual/spatial learning styles in order to help students with varied learning styles grasp what clouds are and their four major types. (see Adaptations section) Gardner, H. (2000). Intelligence reframed: Multiple Intelligences for the 21 <sup>st</sup> century. New York: Basic Books.
<u>Vocabulary/ Academic Language</u>		<b>Vygotsky-</b> Vygotsky's theories explain the importance of social interaction in learning. This lesson incorporates Lev Vygotsky's Sociocultural Theory by having the students be in a whole group setting while answering questions during the instruction. Also, Vygotsky talks about the zone of proximal development (ZDP), which is the zone between what a student can do without help and what he/she can do with help. This lesson incorporates Lev Vygotsky's ZDP by allowing the students to ask for help while working on their cloud mobile. Vygotsky, L.S. (1978). Mind in society. The development
<u>Vocabulary:</u> Cloud- Little drops of water or ice hanging in the upper atmosphere high above the earth Cirrus Cloud- White and feathery clouds, and they are the highest clouds Cumulus Cloud- Are puffy clouds and are low down in the sky Stratus Cloud- Are low and look like wide blankets of gray Cumulonimbus Cloud- Are the clouds you see during a thunderstorm, and they are dark and tall  <u>Academic Language:</u> Weather Atmosphere Predict Observation  * Students will discuss the vocabulary terms during the reading of The Cloud Book and the Meet the Clouds. The students will have a chance to work with the vocabulary during the Cloud Mobile and Sky Observation.		
<u>Assessment/Evaluation</u>		
<u>Formative:</u> Throughout the lesson, the teacher will monitor the students' understanding in a variety of ways. The teacher will use the students' answers of what they know about clouds and the four major types as a pre-assessment to see what background knowledge the students have about clouds. This assessment requires students to think about what they already know, which brings their knowledge about clouds to the surface. During the read aloud and the cloud people activities, the teacher will ask the students a variety of probing questions to assess their current understanding about clouds. (see Questions section) At the end of the cloud people activity, the teacher will ask the students to define each term to assess what students know about the vocabulary definitions. The teacher will give the students feedback on their definitions, depending on if their definition was correct or		

incorrect. If a student's response is correct, the teacher will tell the student why his or her response is correct, and if a student's response is incorrect or needs more detail, the teacher will provide clarification as needed and ask probing questions to guide the student in the right direction to improve his or her response. Finally, the teacher will use the students' responses on the sky observation worksheet (see Attachment H-J) as an assessment of how well the students can identify the types of clouds. If the students' responses are incorrect, the teacher will provide feedback on the worksheet and guide the students to improve their responses.

#### Summative:

The teacher will check for mastery by collecting the cloud mobile. (see Attachment E-F) The teacher will look at the mobile to check for mastery of the lesson objectives. It is considered mastery, if a student is able to describe what a cloud is, make each type of cloud, and provide a valid fact for each type of cloud. For those students who do not achieve mastery, I will draw their attention back to the cloud people. I will go over each cloud again, and I will use the cloud people as a sorting activity. I will take the fact cards off and have the students sort and tape them to the correct cloud as many times as the student needs.

#### Instruction

**Total Time: Approx. 75 minutes**

#### Set/Motivator:

##### **"I Can" Statement- (Approx. 5 min.)**

The teacher will begin the lesson by having the students come and sit in front of the whiteboard. The teacher will then go over the lesson standards, objectives, and "I can" statement, and he or she will have the students repeat the "I can" statement. Next, the teacher will display the lesson schedule and explain that there will be a read aloud, a meet the clouds session, cloud mobile construction, and a sky observation.

##### ***The Cloud Book* Read Aloud- (Approx. 10 min.)**

After the teacher has gone over the lesson outline and schedule, he or she will ask the students to share what they think clouds are. The teacher will also ask the students to name the types of clouds that they know. Then, he or she will begin reading *The Cloud Book* by Tomie de Paola. The teacher will read pages 5-11 and page 17 aloud to the students. Then, the teacher will close the book and ask the students to turn to their partner and share something that they learned about clouds. Then, the teacher will have the students remind him or her what clouds are and the names of the four major types. (see Objectives 1 and 2)

#### Instructional Procedures/Learning Tasks:

##### **Meet the Clouds- (Approx. 15 min.)**

After the students have shared their knowledge of clouds, the teacher will tell the students that he or she has some people that he or she wants the students to meet. Next, the teacher will display the Cirrus Cloud Person, (see Attachment A) ask the students to name the type of cloud, and the teacher will place the correct cloud nametag (see Attachment B) on the cloud person. The teacher will repeat this process for the Cumulus Cloud Person, the Stratus Cloud Person, and then the Cumulonimbus Cloud Person. (see Attachment A) After the teacher has displayed each cloud person, he or she will explain to the students that he or she has some cloud facts (see Attachment C-D) and that it will be their job to match them to the correct cloud person. The teacher will read the first cloud fact, the students will tell him or her which cloud it belongs to, and then the teacher will tape the fact to the correct cloud. The teacher will repeat this process until all the cloud facts are taped to a cloud person. Finally, the teacher will review the cloud facts that are taped to each cloud person. (see Objectives 2, 3, and 4)

##### **Cloud Mobile- (Approx. 30 min.)**

Next, the teacher will instruct the students to go back to their desks. When the students arrive at their seats, there will be a prepared cloud mobile, (see Attachment E-F) some cotton balls, and their crayon box already at their desk. Then, the teacher will explain to the students that they are going to make a cloud

of higher psychological processes. Cambridge, MA: Harvard University Press

**Bloom's Taxonomy-** The teacher is using Benjamin Bloom's Taxonomy by asking higher-order thinking questions, rather than yes or no questions. These types of questions allow students to use their critical thinking skills, which help the students to understand how estimate and measure using nonstandard units. (see Questions section) Bloom's Taxonomy. (n.d.). Retrieved from [http://www.odu.edu/educ/roverbau/Bloom/blooms\\_taxonomy.htm](http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)

#### **Marzano's Nine Essential**

#### **Instructional Strategies-**

##### Reinforcing Effort and Providing

Recognition- If a student is struggling, the teacher should pause to discuss the problem, then prompt with suggestions. If the student's performance improves, offer praise. In this lesson, the teacher will observe each student's answers to questions during the whole group instruction, provide any clarification that is needed and offer praise when performance improves.

##### Setting Objectives and Providing

Feedback- Setting objectives and providing feedback provides students with a sense of direction. The teacher sets objectives for the students when creating this lesson, and provides feedback during the lesson's assessments and other activities.

##### Nonlinguistic Representations-

To stimulate and increase brain activity a teacher can incorporate nonlinguistic representations in a lesson. In this lesson, the teacher will use a nonlinguistic representation: Cloud People.

Information taken from <http://www.middleweb.com/MWLresources/marzchat1.html>

**Modeling-** Heather Coffey has

mobile. The teacher will display his or her cloud mobile example, (see Attachment G) and explain to the students that they have to write their name and what a cloud is on the clouds at the top of their mobile. Then, the teacher will point to each cloud flap and explain to the students that on the top of the flap they have to make an example of each cloud out of cotton balls. Then, the teacher will open the flap and explain that the students have to write something they learned today about the corresponding cloud. Also, the teacher will remind the students that they need to use capitals and punctuation when they are writing their facts. While the students are working, the teacher will take down the fact cards from each cloud person, so the students can use their own ideas while writing what they have learned. (see Objectives 1, 2, and 4)

Questions and/or activities for higher order thinking:

What do you know about clouds?

What are clouds?

What are the four major types of clouds?

What type of clouds is white and feathery?

What do Cumulus clouds remind you of?

What type of cloud would I be looking at if I thought I saw a bunny in the sky?

If you see Stratus clouds in the sky, what type of weather can you predict will happen?

What type of cloud would be in the sky if there were a thunderstorm?

What do clouds help us predict?

Closure:

**Sky Observation- (Approx. 15 min.)**

To close the lesson, the teacher will have a few students share something they learned about clouds. While the students are sharing, the teacher will pass out the sky observation worksheet. (see Attachment H-J) Then, the teacher will explain that they are all going to go outside and observe the clouds. The teacher will explain to the students that they first have to draw a picture of what the clouds look like, and then he or she will explain that the students will have to identify the type of cloud that they see in the sky and write two adjectives that describe the clouds. Finally, the teacher will call a table at a time to bring their worksheet and pencil, grab a clipboard, and get in line to go outside. Once the students are outside, the teacher will tell the students to complete their sky observation, to place their clipboard, with the worksheet on it, and pencil inside the box when they are done, and that they are free to have recess once they finish. (see Objective 3)

Material/Resources:

*The Cloud Book* by Tomie de Paola

Stratus Cloud Person (Attachment A)

Cumulus Cloud Person (Attachment A)

Cirrus Cloud Person (Attachment A)

Cumulonimbus Cloud Person (Attachment A)

Cloud Nametags (Attachment B)

Cloud Facts (Attachment C-D)

Tape

Prepared Cloud Mobile per student (Attachment E-F)

Cloud Mobile Example (Attachment G)

Clue

Cotton Balls

Sky Observation Worksheet (Attachment H)

Sky Observation Worksheet for Struggling Learners (Attachment I)

Sky Observation Worksheet for High-Level Learners (Attachment J)

Clipboard

Box

found in her research that modeling in the classroom has many benefits. "Research has shown that modeling is an effective instructional strategy in that it allows students to observe the teacher's thought processes. Using this type of instruction, teachers engage students in imitation of particular behaviors that encourage learning."

Information taken from <http://www.learnnc.org/lp/pages/4697>

**Word Sort:**

Katherine Scrapper has found in her research that word sorts are useful for students because they target the specific stages of the students' development. This targeting will allow the students to better comprehend the words and their meanings. In this lesson, the students will do a word sort with the vocabulary terms during the cloud people activity.

Information taken from [http://www.novi.k12.mi.us/downloads/pv-fourth\\_docs/sorting\\_20111018\\_143635\\_14.pdf](http://www.novi.k12.mi.us/downloads/pv-fourth_docs/sorting_20111018_143635_14.pdf)

<p><u>Adaptations to Meet Individual Needs:</u></p> <p><b>High-Level Learners-</b> The teacher will adapt the instruction to meet the individual needs of high-level learners by differentiating the sky observation activity. (Attachment J) For the high-level learners the teacher will have them write an explanation for why their cloud identification is correct. This will challenge the high-level learners because they will have to think of the characteristics of each cloud in order to make their choice and they will have to explain their reasoning, which is challenging for my students. Also, these students will not have a word bank.</p> <p><b>Struggling Learners-</b> The teacher will adapt the instruction to meet the individual needs of the struggling learners by differentiating the sky observation activity. (Attachment I) The teacher will add a picture to their sky observation worksheet that has a picture of each cloud and the name underneath. This way, the students will just have to match the cloud in the sky to a picture on the worksheet.</p> <p><b>Gardner's Learning Styles-</b>  <u>Verbal/ Linguistic-</u> Throughout the lesson, students will be working with words, reading, and writing to display their knowledge to the teacher. (see Set, Instructional Procedures, and Closure)  <u>Bodily/Kinesthetic-</u> The students will be doing hands on learning when they are making each type of cloud out of cotton balls. The students will have to use their hands to make a model of each type of cloud. (see Cloud Mobile)  <u>Visual/Spatial-</u> The students will have to use their hands to make a model of each type of cloud. Also, the students will have to draw what they see in the sky. (see Cloud Mobile and Struggling Learners)  <u>Naturalist-</u> This lesson is a lesson about nature and the clouds. The students will be learning about clouds and what the four major types are.  <u>Intrapersonal-</u> The students will be working independently to construct their cloud mobile and their sky observation.  <u>Interpersonal-</u> Students will be in a group setting during the teacher's instruction. The students will have to answer questions and participate in discussion in a group setting.</p> <p><u>Management/Safety Issues:</u>  To insure that the teacher and the students will be able to hear each other and the correct student will have the opportunity to answer a question during discussions, the teacher will remind the students to raise their hands and to stay quite unless they are called on by the teacher.  The teacher will also remind the students that they need to be courteous of each other and stay quiet during the Cloud Mobile Activity, so each student can concentrate on their mobile.  Also, the teacher will remind the students that they need to be careful with the clipboards. The teacher will explain that they need to pay attention when they are clipping their paper to the board; making sure not to smash their finger.  Finally, the teacher will remind the students that they need to walk in the hallway and when they get outside.</p>	
<p><u>Reflections/Future Modifications:</u></p>	

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Student Teacher Signature/Date

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Supervisor/Date



Attachment A

**HELLO**

my name is

**Stratus**

**HELLO**

my name is

**Cumulus**

**HELLO**

my name is

**Cirrus**

**HELLO**

my name is

**Cumulonimbus**

Attachment B

Revised Spring 2011

**White and  
feathery**

**Highest clouds**

**Sometimes called  
“horses’ tails”**

**Puffy and look like  
cauliflowers**

**Have flat bottoms  
and change shape**

**Low down in the  
sky**

**Are low in the sky  
and look like wide  
blankets of gray**

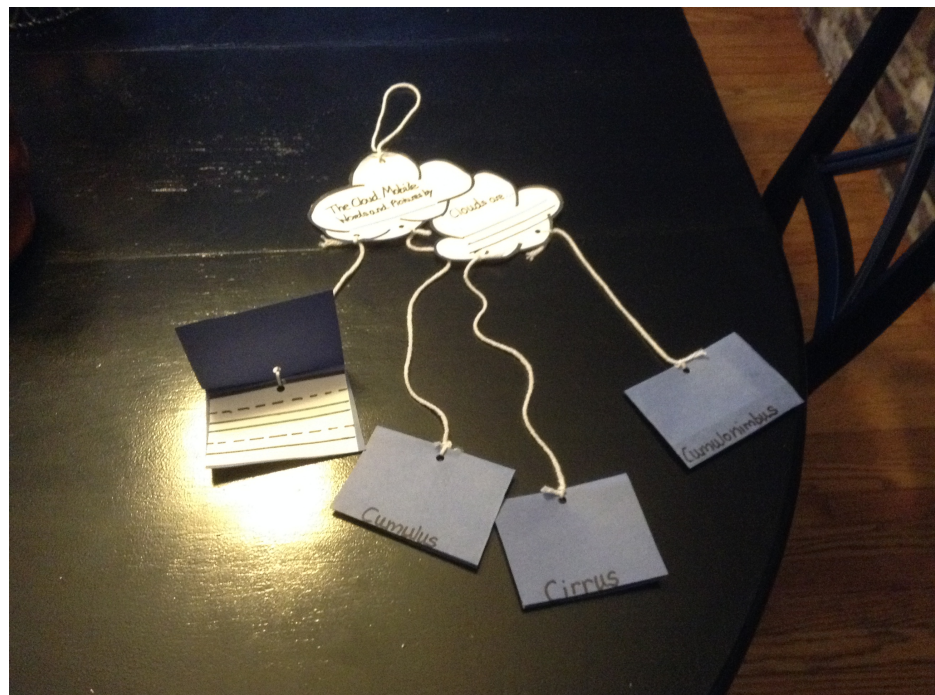
**Bring drizzle or  
snow flurries**

Attachment C

**See them during a  
thunderstorm**

**Very dark and look  
like tall Cumulus  
clouds**





# The Cloud Mobile

## Words and Pictures by

Clouds are . . .

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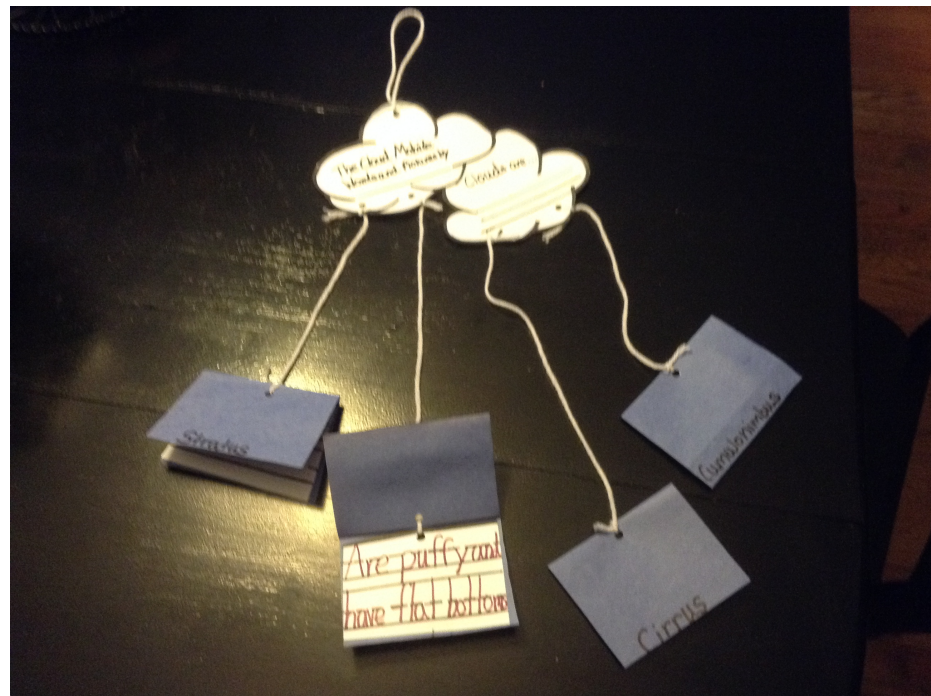
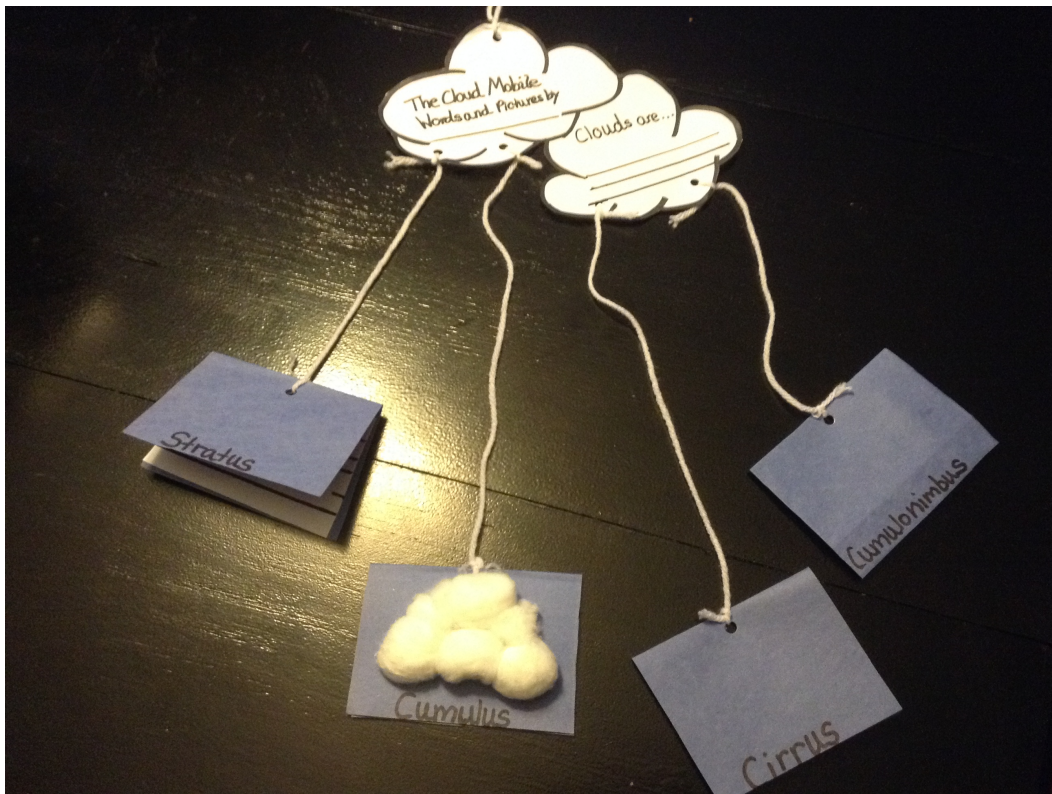
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A set of handwriting practice lines. It consists of three identical horizontal sections. Each section is bounded by two solid black lines, one at the top and one at the bottom. In the center of each section is a dashed black line. The entire set is contained within a larger rectangular frame.





Attachment G

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

# My Sky Observation

## Word Bank

Stratus

Cumulus

Cirrus

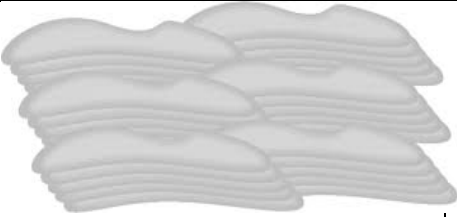


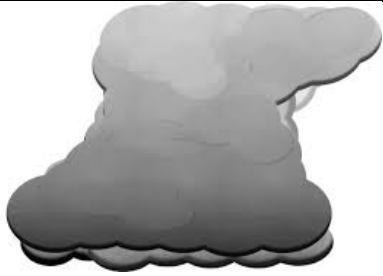
Cumulonimbus

Picture	Description
	<p>I see _____ clouds.</p> <p>They are _____ and _____ .</p>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# My Sky Observation

Stratus	Cumulus	Cirrus	Cumulonimbus
			

Picture	Description
	<p>I see _____ clouds.</p> <p>They are _____ and _____.</p>

Attachment I

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# My Sky Observation

Picture	Description
	<p>I see _____ clouds.</p> <p>They are _____ and _____.</p>

I know my observation is correct because . . .

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