KUTZTOWN UNIVERSITY

ELEMENTARY EDUCATION DEPARTMENT

LESSON PLAN FORMAT

Teacher Candidate: Gaoci Lo & Kate Leffler Date:

Cooperating Teacher: Coop. Initials

Group Size: 25 students Allotted Time 50 minutes Grade Level 2nd

Subject or Topic: Earth Science: Clouds Section

**STANDARD:**

3.3.1.A5. Collect, describe, and record basic information about weather over time.

1. **Performance Objectives (Learning** Outcomes):
	1. Second grade students will observe, describe, and record the clouds they see within a five day period.
	2. Second grade students will be able to differentiate the types of clouds through correctly creating the four types of clouds with cotton balls.
2. **Instructional Materials**
	1. *The Cloud Factory* video
	2. Prezi
	3. Guided notes
	4. Cloud sheet
	5. Cotton balls
	6. Glue
	7. Journal sheet
	8. *It Looked Like Spilt Milk* book
	9. *Clouds* book
3. **Subject Matter/Content(prerequisite skills, key vocabulary, big idea)**
	1. Prerequisites
		1. Fine motor skills
	2. Key Vocabulary/content
		1. Cloud- a visible mass of condensed water vapor floating in the atmosphere, typically high above the ground.
		2. Cirrus- “curl of hair”, High, wispy, icy clouds, very thin clouds.
		3. Cumulus- “heap” clouds that are puffy and fluffy looking.
		4. Stratus- “curl of hair”. Hanging low in the sky in layers.
		5. Cumulonimbus- “rain”; large, towering gray clouds; thunderstorm clouds.
	3. Big Idea
		1. How will recording observations of clouds help me understand the types of clouds?
4. **Implementation**
	1. Introduction
		1. Begin with asking the children a riddle. Ask the children to see if they can guess the topic for today’s lesson.
		2. Riddle: We see these almost every day in the sky. Some days we watch it for weather. Sometimes we watch these moves across the sky. These things can make interesting shapes in the sky. What is it?
		3. Answer: Clouds
	2. Development
		1. Tell the students that you will be playing a video based off a fiction book called *The Cloud Factory* by Steven R. Hoover for them to watch. The video is about clouds.
			1. Show the video: <https://www.youtube.com/watch?v=BsvZ-2Pe5oI>
			2. Or read the book.
		2. After the video, pass out the guided notes.
		3. Tell the students to fill out the notes during the Prezi presentation.
			1. Guided notes attached.
			2. Present the Prezi: <http://prezi.com/cp7xpzvxooru/clouds/>
				1. What are clouds?

Sky’s way of moving water from one place to another; to maintain Earth’s temperature

* + - * 1. Formation of clouds

Explain the picture

Warm air, water vapor, air rises, water vapor cools, turns into a liquid forming tiny droplets, cloud is formed

* + - * 1. Weather

When droplets come together and form even bigger droplets, this allows them to fall creating rain, snow, etc.

* + - * 1. Cloud Categories

Clouds are known by their shapes, how high they are in the sky, how big they are, how they form, how fast and in what direction they are moving

* + - * 1. Four types of clouds

Cirrus- “curl of hair”, High, wispy, icy clouds, very thin clouds.

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Cumulonimbus- “rain”; large, towering gray clouds; thunderstorm clouds.

* + 1. Tell the students that they will now be creating clouds of their own.
			1. Cloud sheet attached.
			2. Pass out some cotton balls to each table of 4.
			3. Pass out glue to each child.
			4. Tell students to use their notes as a guide to create the clouds.
		2. After creating clouds of their own, tell the students that they will be going outside.
			1. Journal sheet is attached.
			2. Tell students to bring their journals.
			3. The students will journal what clouds they see.
			4. The students will be journaling for five days.
			5. Tell the students to observe for clouds and record which types are seen.
			6. Tell the students to record the weather for each day observed.
			7. Ask students if there are any connections to be made between the clouds and weather.
			8. While students are sitting outside drawing, read the book, *It Looked Like Spilt Milk* by Charles Shaw*.*
		3. Collect the guided notes, the cloud creations, and the journals to be graded.
	1. **Closure**
		1. End the day by reading, *Clouds* by Anne Rockwell.
		2. Tell the students that today the class learned about the different types of cloud. They got to look for and record the clouds that they saw. Tell the students that you hope that the next time they look at the sky, they’ll think about the kinds of clouds it really is and try to predict the weather.
	2. **Accommodations/Differentiation**
		1. To accommodate a student with a learning disability, provide headphones for videos, guided notes, printed questions, and allow group work.

* 1. **Assessment/Evaluation Plan**
		1. Formative
			1. Guided notes- check that students have completed the notes about clouds.
			2. Creating Clouds Sheet- collect and assess the student’s creations to see if he or she correctly created the different cloud forms.
			3. Journal- collect to check for completion and assess the students’ connections between the observations of clouds and weather.
		2. Summative
1. **Reflective Response**
	1. Report of Students’ Performance in Terms of Stated Objectives (after lesson is taught)

Remediation Plan

* 1. Personal Reflection
1. **Resources**
	1. Alcott, C. (2007, July 17). Clouds Lesson Plan. *Suite*. Retrieved April 6, 2014, from <https://suite.io/christine-alcott/b0s28a>
	2. Hoover, S. R. (2008, April 13). The Cloud Factory. *YouTube*. Retrieved April 6, 2014, from <https://www.youtube.com/watch?v=BsvZ-2Pe5oI>
	3. Shaw, C. G., & Row, P. (1947). *It looked like spilt milk*. New York: Harper & Row.
	4. Lynes. (2011, April 5). Simply Second Grade: Clouds!. *Simply Second Grade: Clouds!*. Retrieved April 6, 2014, from <http://simplysecondgrade.blogspot.com/2011/04/clouds.html>
	5. Leon, N. (2011, May 9). Unscramble the Clouds. *NASA's The Space Place*. Retrieved April 6, 2014, from <http://spaceplace.nasa.gov/cloud-scramble/en/>
	6. Rockwell, A. F., & Lessac, F. (2008). *Clouds*. New York: Collins.