

Lesson Plan Template

Lesson Segment Focus: Clouds

Lesson: 2 of 6

Course & topic addressed: The Weather Unit/ Types of Clouds

Date: 10/22/18

Grade: 2nd

Student Outcomes

Specific learning objectives for this lesson.	Student will be able to identify types of clouds and their characteristics
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Student have studied weather and the different factors.
Knowledge of students background (personal, cultural, or community assets)	Students understand the different between weather and climate. Understand what gray clouds mean.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	UT. 2. Earth and Space Science. Students will gain an understanding of Earth and Space Science through the study of earth materials, celestial movement, and weather.
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	Students must create a booklet of clouds. This will assess how well they understood what the teacher presented and taught. Students who are more advanced can describe attributes of each cloud in their notebook. Students who need extra time can skip names if needed.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Cumulus, Cirrocumulus, Cirrus, Stratus, Stratocumulus
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Materials

Materials needed by teacher for this lesson.	Projector, video about clouds, cotton balls, brown paper bags, yarn
Materials needed by students for this lesson.	Glue sticks and scissors

Lesson Timeline with Instructional Strategies & Learning Tasks **(This should be VERY DETAILED)**

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<u>Introduction:</u>	I will ask the students what they know about clouds. Then ask them if they know about different types of clouds. Ask students what gray clouds mean.
	<u>Instruction:</u>	<ul style="list-style-type: none"> - Introduce clouds and their characteristics. - Describe different types of clouds and their purpose (Cumulus, Cirrocumulus, Cirrus, Stratus, Stratocumulus) - Show pictures of each cloud - Show video on clouds - Describe why clouds are important in the weather - Show students activity/ craft - Describe the directions before they begin <p>For the activity/ craft</p> <ul style="list-style-type: none"> - Fold paper sacks into book - Tie the book together with yarn - Use cotton balls to resemble each cloud - Glue them on the pages of the paper sack bag - Write the name of each cloud on the page as well
	<u>Closure:</u>	<ul style="list-style-type: none"> - Review the craft, walking the students through each page, ask volunteer students to tell one new thing they learned through this lesson

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	<ul style="list-style-type: none"> - Pictures for students who have trouble hearing/ understanding - Build cloud book on one sheet of paper, already have cloud names written out beforehand - Children work in groups - Excused from activity if unable to complete
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Visual- Pictures/ Videos Auditory- Lecture/ Discussion about lesson Tactile/ Kinesthetic- Building cloud book
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>;

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