

Name Kristen Laky

## Lesson Plan

**Learning Segment Focus** Cloud Types **Lesson** 6 **of** 10

**Course & topic addressed** Science **Date** 02/04/2020 **Grade** 3<sup>rd</sup>

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will learn about the different types of clouds and how each can affect the weather and the environment.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	In previous lessons, the students have learned about the parts of the Water Cycle and how water can change into different states of matter. Students know and understand there are many things that affect the environment and what an environment can consist of.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	The class population is approximately 93% made up of Caucasians while the other 7% is represented by African Americans and Hispanics. Most of the students live in poverty with many of them living with grandparents/one parent, stepfamilies, foster families or unmarried cohabiting adults. The community is made up of a mostly rural area that is represented by a mass amount of wildlife which can help with relatability with the effects of the environment on the cycles of life.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p><b>3-LS4-4</b> Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</p> <p><b>3-LS4-3</b> Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.</p>
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<ul style="list-style-type: none"> <li>• Cumulus</li> <li>• Nimbostratus</li> <li>• Cumulonimbus</li> <li>• Altocumulus</li> <li>• Cirrocumulus</li> <li>• Cirrus</li> </ul>
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### Academic Language Support

<p>What are the <b>Academic Language Function(s)</b> (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned <b>Academic Language Supports</b> will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	<p>Within the lesson, when the students come across a new word, that word will be defined in a way that is relatable to the students. The students will fill out Word pages with the new words that will be reviewed with the definition that will be used for the particular lesson.</p> <p>The class will also participate in word games that involves flashcards and using the new words in sentences that are relatable to the students.</p> <p>Once the students are comfortable with the new words, the new words will be added to the ever-growing word wall that represents the words of the given content that is being covered.</p>
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**Materials**

<p>Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<ul style="list-style-type: none"> <li>• “Clouds” Book by Anne Rockwell (Class Set)</li> <li>• Poster Example Sheet (CS) or (Table Set)</li> <li>• Computer</li> <li>• Speakers</li> <li>• Projector</li> <li>• Cotton Balls</li> <li>• Glue</li> <li>• Blue Construction Paper (CS) or (TS)</li> <li>• <a href="https://www.youtube.com/watch?v=DigBbR3FeP8">https://www.youtube.com/watch?v=DigBbR3FeP8</a></li> </ul>
<p>Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)</p>	<ul style="list-style-type: none"> <li>• Writing/Coloring Materials</li> <li>• Paper</li> </ul>

**Lesson Timeline with Instructional Strategies & Learning Tasks**

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
<p><b>10 Minutes</b></p>	<p><u><b>Introduction:</b></u></p> <p><b>Class Discussion (10 Minutes)</b></p>	<ul style="list-style-type: none"> <li>• The teacher will start off the lesson by asking that the students think they know about the clouds and how many different types of clouds do they think there are.</li> <li>• Students will be encouraged to talk quietly amongst their tables. When each table comes to an agreement, they will each have one person in their group write down and report to the teacher what it is that they think they know about the clouds.</li> <li>• The teacher will write down the common findings on the board for all students to see.</li> </ul>
<p><b>25 Minutes</b></p>	<p><u><b>Instruction:</b></u></p> <p><b>Read “Clouds” by Anne Rockwell (10 Minutes)</b></p> <p><b>YouTube Video- “What are Clouds Made Of?” (5 Minutes)</b></p> <p><b>Class Discussion (10 Minutes)</b></p>	<ul style="list-style-type: none"> <li>• The teacher will then read the “Clouds” book by Anne Rockwell to the students while they follow along with a copy of their own at their desks. The teacher will stop frequently to ask questions and promote curiosity.</li> <li>• After the class finished the book, the students will watch the YouTube video “What are Clouds Made Of?”</li> <li>• <a href="https://www.youtube.com/watch?v=DigBbR3FeP8">https://www.youtube.com/watch?v=DigBbR3FeP8</a></li> <li>• After watching the video, the teacher will have the students talk amongst their groups on what they now know about the clouds. Each group will have one student, a different student than the student who wrote for the group at the beginning of class, write down their information and report it to the teacher.</li> <li>• The teacher will write down the common findings on the board for all students to see.</li> </ul>

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
15 Minutes	<p><u>Closure:</u></p> <p><b>Poster (15 Minutes)</b></p>	<ul style="list-style-type: none"> <li>At the end of class, students will have time to create their own poster with blue construction paper that will have several kinds of clouds on it. The poster will be divided and labeled with the different feet measurement of where the clouds can be found. An example of a picture of a poster will be given to each table so the students can have a guide to use.</li> <li>If students do not finish their posters, there will be time allowed for finishing touches the next class time.</li> </ul>

**Accommodations/Modifications**

<p>How might I <b>modify</b> instruction for:  <i>Remediation?</i>  <i>Intervention?</i>  <i>IEP/504?</i>  <i>LEP/ESL?</i>                  (All students who have plans mandated by federal and state law.)</p>	<ul style="list-style-type: none"> <li><b>Remediation:</b> I will check their specific remediation and try to incorporate it into the lesson without making it obvious what I am doing so I do not single them out. If their remediation is to be worked with one on one, I will do that as well.</li> <li><b>Intervention:</b> If a child needs to read out loud, reread their text or needs dictation I will accommodate all of those needs to the best of my ability.</li> <li><b>IEP/504:</b> I would follow the IEP and 504 to help the child however I could with the lesson.</li> <li><b>LEP/ESL:</b> I would do my best to find an interpreter or send messages home through google translate to help me. I would do my best to still teach the child the English alphabet as he/she would need to know that for so many things here in the US.</li> <li><b>Gifted Students:</b> I might have to speed the lesson up for them or let them work ahead. I also could let them work with other students who might not have caught on as quickly.</li> </ul>
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b>                  (All students who are not on specific plans mandated by federal and state law.)</p>	<p><b>To enhance scaffolding, student can keep a science journal where they each can keep their notes of the class discussions that are held.</b>  <b>Students can also draw picture to go with their thoughts or ideas about the lesson that they are going to learn or about the ones that are post lesson.</b>  <b>Word pages can be given with definitions to all students that need them.</b>  <b>Instead of creating a poster with cotton balls, maybe the students can create a visual display using shoe boxes to have a 3D look to them.</b></p>
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**Assessments: Formative and/or Summative**

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<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**

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your</p>	
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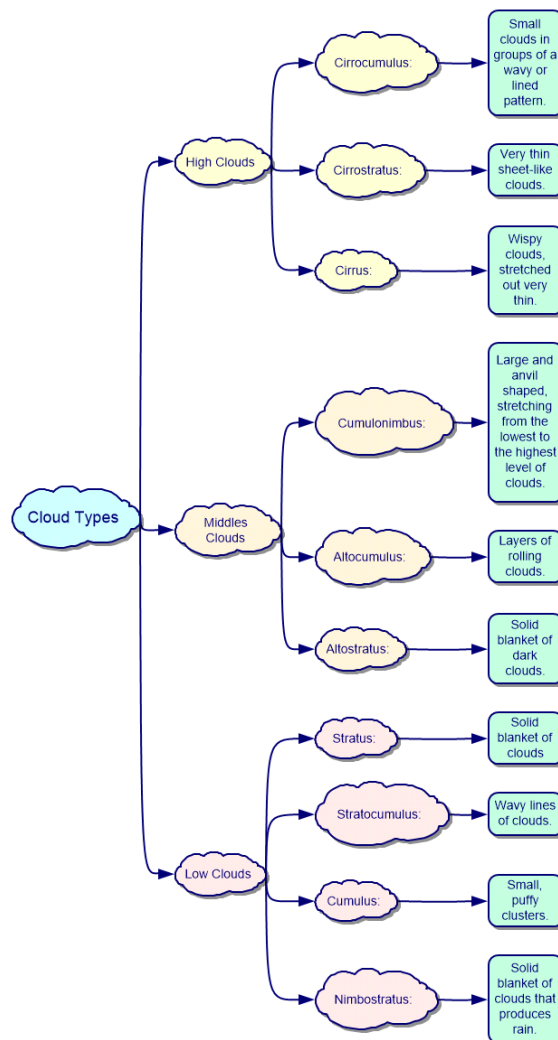
choices using <b>principles of the connected theories and/or research.</b>	
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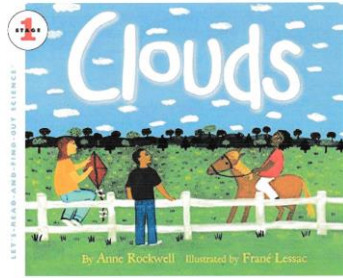
### Lesson Reflection/Evaluation

What went <b>well</b> ? What <b>changes</b> should be made? How will I <b>use assessment data</b> 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:EsQcNWuG1Z0J: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>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>;  
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;  
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>





I have this as an E-book, and it is very informal and discusses the different types of clouds in a way that can be relatable to the students.

**Title:** Clouds  
**Author:** Anne Rockwell  
**ISBN:** 978064452205

Example of some of the Cloud Types

