Clouds Lesson Plan

Teacher **Date**
School **SLE #** ESS.8.2.7: Describe characteristics of cumulus, stratus, and cirrus clouds, ESS.8.2.8: Predict weather based on cloud type, NS.1.2.1 Communicate observations orally, in writing, and in graphic organizers

Objectives:
Content: I will be able to describe characteristics of cumulus, stratus, and cirrus clouds.
I will be able to predict weather based on cloud type.
I will be able to communicate observations orally, in writing, and in graphic organizers.

Language: I will be able to use at least three vocabulary terms while working.

Assessment: The teacher will be able to assess students based on their participation and their completed cloud paper.

Technology/Materials: "The Cloud Book" by Tomie de Paola, cotton balls, glue, blue construction paper, pencils, chart paper, markers, pictures of stratus, cirrus, and cumulus clouds, "Cloudy with a Chance of Meatballs" by Judi Barrett (for enrichment)

Vocabulary: cumulus, stratus, cirrus, pictographs, cloud type, weather conditions

Bloom's: ☐ **Remembering** ☐ **Understanding** ☐ **Applying** ☐ **Analyzing** ☐ **Evaluation** ☐ **Creating**

Questions: How do we know when it is going to rain? What objects in the sky tell us a storm is coming? Do all clouds mean rain is coming? Describe what clouds look like? Describe what kinds of shapes and sizes of clouds that you have seen. What are clouds made out of?

High Yield Strategies: ☐ **Identifying similarities & Differences** ☐ **Summarizing & Note Taking** ☐ **Cooperative Learning** ☐ **Reinforcing Effort & Providing Recognition** ☐ **Setting Objectives & Providing Feedback** ☐ **Generating & Testing Hypotheses** ☐ **Cues, Questions & Advanced Organizers** ☐ **Homework & Practice** ☐ **Nonlinguistic Representations**

Instructional Strategies:

Set: Activate prior knowledge by asking questions listed above. Then read "The Cloud Book" by Tomie de Paola. Ask students if they have heard different names for the clouds and make a list on the board or on chart paper.

Model: Show the students pictures of different clouds and ask them to identify using the terms they heard in the book. Stress the three main types of clouds (cumulus, cirrus, and stratus), but you could introduce the other types shown in the book as well. Hand out the blue construction paper and instruct the students to fold it so that it has 4 squares. Model if necessary.
Explain to the students what each cloud is called. Here is a brief summary:
- Cirrus - Latin for "curl of hair". High, wispy, icy clouds. Usually very thin.
- Cumulus - Latin for "heap". Clouds that are puffy and fluffy looking.
- Stratus - Latin for "curl of hair". They hang low in the sky in layers.

Guided Practice/Strategies: Instruct students to write the 3 main types of clouds in the boxes. (1 per box, with 1 left over) Explain that the students will be creating the types of clouds using the cotton balls and glue. Model how to pull the cotton balls apart if needed to create the clouds. Model how much glue is sufficient to attach the cotton to the construction paper.

Intervention Strategies: Remodel as necessary, and walk throughout the room to help students as needed.

Accommodations & Modifications (IEPs) Have small pictures of the clouds available for students and allow certain students to draw clouds or reduce number of clouds they need to create.

Independent Practice/Activities: Allow students to create their own clouds using the cotton balls and glue. Allow students to create their own type of cloud in the fourth box.

Enrichment Activities: Read the students "Cloudy with a Chance of Meatballs" and allow the students to create their own story about crazy weather.

Closure: Allow students to share their models of clouds and the cloud that they created on their own. Have students share with a neighbor or the class, or write in their journal about a time that they saw some interesting clouds and what predictions about the weather that they might have had.

Homework: Have students keep a cloud journal about the types of clouds that they saw and what weather resulted from those clouds.