

Lesson Plan Template

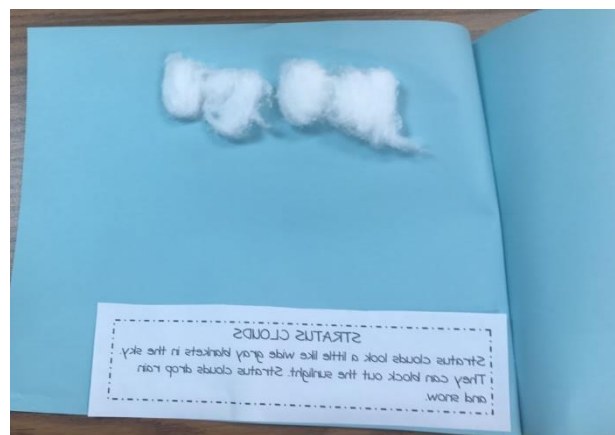
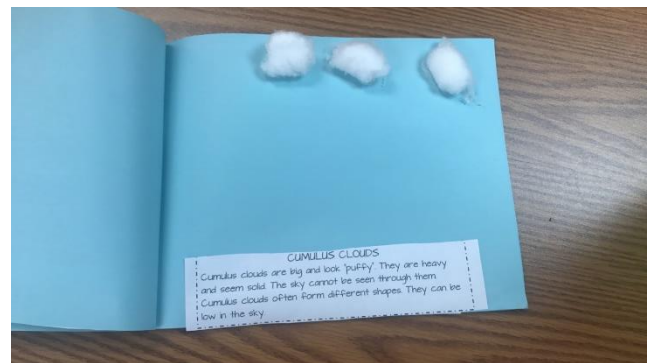
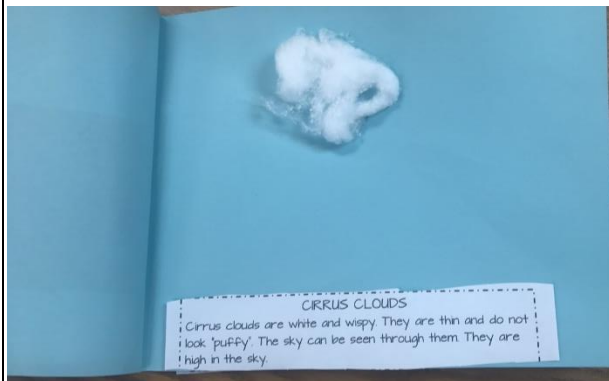
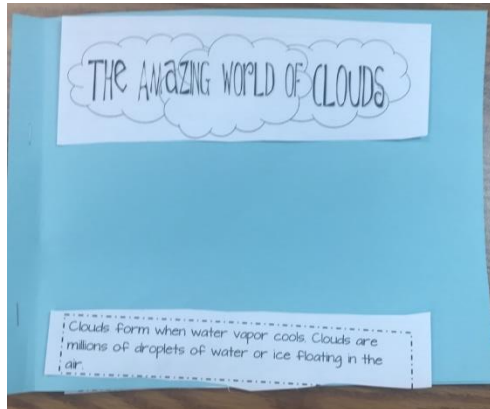
Date: 02/08/18

Grade: 1st Grade	Subject: Science
Materials: Video, Pre-Made Blue Cloud Books, Cloud Pages, Scissors, Glue, Pencils, Cotton Balls	Technology Needed: Video
Instructional Strategies: <input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s): 1.1.1. Identify models that represent real objects (e.g., globe represents the Earth, doll represents a real baby)	Differentiation Below Proficiency: Learners below proficiency will be given only one cloud (cirrus) to focus upon. Learner will create their cloud book based upon the cloud of their choice and its specific details Above Proficiency: Learners above proficiency will begin working on learning and identifying cirrocumulus and stratocumulus clouds Approaching/Emerging Proficiency: - Lesson as is Modalities/Learning Preferences: Visual, Tactile
Objective(s): By the end of the lesson, students will have a basic understanding of the three types of clouds (cirrus, cumulus, and stratus) and what they look like. Students will demonstrate this understanding by the creations of their blue cloud books.	
Bloom's Taxonomy Cognitive Level: Application	
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> - The lesson will begin in a whole group activity as students watch the cloud video. - The teacher will then go over the video with learners, talking about the 3 different types of clouds and their characteristics (for differentiation purposes, the teacher will give more specific details about one specific cloud (cirrus)) - Students will watch the teacher demonstrate how to create the blue cloud book while discussing the different ways one should shape the cotton ball (cloud) to match the type of cloud being created - Students will transition into independent work, with direct instruction, as they create their blue cloud books step by step with the teacher. 	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> - Students will be expected to be active listeners during out both the video and book demonstration. - Students will be expected to be respectful of others books during creating - Students will be expected to listen to the direct instruction being provided by the teacher throughout creating the books. - Students will be expected to be hard workers and to do the tasks given to them.
Minutes	Procedures
5	Set-up/Prep: All art materials prepped, group placements for the day prepped (1 & 2)
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Begin opening activity with a video explaining the different kinds of clouds: https://www.youtube.com/watch?time_continue=8&v=QAqeFSa60TE <ul style="list-style-type: none"> - Discuss what this video was about - Ask learners which cloud in the video looks like the clouds outside the window (give them 2 minutes to walk over and look) (cirrus)
13	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> - Have learners return to their carpet spots - In whole group, the teacher will talk about the three different clouds (cirrus, cumulus, and stratus) - The teacher will give key details about each cloud (specific explanation on cirrus clouds) - Tell learners that today's activity is based upon creating a blue cloud book - Have learners look at their group placement for the day (on the board) - Learners will transition to group tables - Explain that group one will be creating their cloud book on all 3 forms of clouds - Explain that group two will be creating their cloud book on just cirrus clouds and their specific details - *Ensure learners of the importance of having both books (one to see differentiation with all three clouds, and one to see specific details of one type of cloud) (this way learners below proficiency will not notice the differentiation or feel left out).
15	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)

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- Have learners grab their book boxes while handing out blue cloud book materials (Group 1's words will not be cut out and will talk about the characteristics of the 3 types of clouds. Group 2's words will be half-way cut out and will have specific details about cirrus clouds).
- Show learners (on the smart board) an example of a pre-created cloud book that has all 3 types of clouds (shown in images below). Briefly point out the importance of the order provided in the example.
Everyone can now begin cutting out their words
- Allow group 1 to begin creating their own blue cloud books independently, with guidance of the example on the smart board, once finished cutting. *Have group 1 do turn and talks throughout the creation to track comprehension
- The teacher will begin guiding group 2 through the process of creating their cloud book, step by step, once finished cutting
*discuss the characteristics of the cirrus cloud throughout creation



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Review (wrap up and transition to next activity):

Learners from Group 1 will be asked to switch completed cloud books with a member from Group 2.

Learners will have to compare their books.

Learners from group 1 will have to write down 1 thing about their partners book that stands out to them

Learners from group 2 will have to draw one thing about their partners book that stands out to them

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	Learners will initial their sticky note and place it on the flip chart	
Formative Assessment: (linked to objectives, during learning) <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student's learning?) The formative assessment will be based on each individual cloud book	Summative Assessment (linked back to objectives, END of learning) The summative assessment will be the created flip chart	
Reflection (What went well? What did the students learn? How do you know? What changes would you make?): When teaching this lesson again, I would provide group 1 with a list of comprehension questions to be asked by the teacher throughout the explore section of the lesson. When talking about the different types of clouds, we would be practicing the pronunciation of each word. This continuous practice would also make the lesson more cross-curricular (Language Arts). For time management purposes, I would break this lesson into two portions. More teacher movement throughout the classroom throughout the explore would also be added to this lesson.		