

Required information during the PD

<b>Lesson Title</b>	Clouds	<b>Planned Teaching Date</b>	
<b>Learning Objective</b>			
Through listening to informational text Clouds and observing clouds and weather in an outdoor investigation students develop an understanding of clouds and weather.			
<b>Essential Question (s)</b>			
What are clouds? What can clouds tell us about the weather?			
<b>Materials</b>			
<ul style="list-style-type: none"> <li>- Primary text: <a href="#">Clouds (Nat Geo)</a></li> <li>· Supporting text: <i>Come on Rain</i></li> <li>· Cloud chart <a href="https://www.noaa.gov/sites/default/files/2022-10/holeclouds1.pdf">https://www.noaa.gov/sites/default/files/2022-10/holeclouds1.pdf</a></li> <li>· Weather Tools (thermometers, anemometer, cloud charts)</li> <li>· Scissors</li> <li>· Glue sticks</li> <li>· Pencil</li> <li>· Student journals</li> </ul>			
<b>Bloom's Level and Question(s) or DOK</b>			
<ul style="list-style-type: none"> <li>● Distinguish features of clouds (Bloom's level 1)</li> <li>● Make observations and compare clouds (Bloom's levels 1 &amp; 2)</li> <li>● Infer what clouds can tell about the current and future weather (Bloom's level 4)</li> </ul>			
<b>Reading, Writing, &amp; Science Literacy Connections</b>		<b>Standards Emphasis</b>	
National Geographic Book Title: <i>Clouds</i>		Different clouds tell us about the weather, current and future. Weather and clouds have patterns, both daily and seasonally.	
		VA Science 2018: 1.7 (weather and seasonal changes) 2.6 (types of weather) NGSS <a href="#">K-ESS2-1 Earth's Systems   Next Generation Science Standards</a>	
Supplementary Book Title <i>Come on Rain</i>		VA Science 2018: 1.7, 2.6	

<p>Outdoor Activity (connected to the readings)</p> <ul style="list-style-type: none"> <li>• Cloud and weather observations</li> </ul>	<p>VA Science 2018: 1.1 (science &amp; engineering practices), 1.7</p> <p>VA Science 2018: 2.1, 2.6</p>
<p>Writing Activity</p> <p>Use one word from your outdoor observations to write an acrostic poem</p>	<p>VA English 20__</p>
<b>Differentiation</b>	
<ul style="list-style-type: none"> <li>• Listening to a read-aloud, reading with a partner</li> <li>• Create a play to act out how the clouds move</li> <li>• Listen to or read a weather report and interpret it to the class.</li> </ul>	
<b>Assessment</b>	<b>Vocabulary</b>
<p><b>Formative-</b> Listen &amp; observe: Are students using the appropriate vocabulary to discuss clouds and weather as they observe?</p> <p><b>Summative-</b> Can students predict what weather can result from the types of clouds in the sky?</p>	<p>Cloud</p> <p>Weather</p> <p>Rain</p>
<b>Hook/Engage</b>	
<ol style="list-style-type: none"> <li>1. Listen to the cloud sound <a href="https://www.youtube.com/watch?v=LQbSN4ST9kM">https://www.youtube.com/watch?v=LQbSN4ST9kM</a></li> </ol>	
<b>Guided Lesson/Instructional Strategy</b>	
<ol style="list-style-type: none"> <li>1. Read <i>Clouds</i> (either as a class or in student groups). (This may be a full activity or you may read an excerpt, depending on your reading strategies.) Discuss- what is this book about? What is the author’s purpose?</li> <li>2. Outdoor investigation- <ul style="list-style-type: none"> <li>- Students lie down for a sky stare. Ask: What do you see in the sky? Can what the sky looks like, or what is in the sky, tell you about the day?</li> <li>- Do: Observe the clouds and draw them in your journal. If able, write words to describe what you see.</li> <li>- Discuss: Bring the class together to share their cloud discoveries and</li> </ul> </li> </ol>	



observations.

- Ask: How were clouds different or the same? Use a whiteboard and graphic organizer if desired.
- 3. Create an acrostic poem from one of the words you used to describe the clouds. (Alternatively, use a list of cloud types for students to choose from.) Write or glue your weather poem into your journal.
- 4. Outdoor activity #2- Students observe more of the weather outside. They can observe the wind, the precipitation, temperature, and more as time allows.
  - a. Ask, what does the weather feel like to you? How does the weather make you feel?

<b>Technology/Computer Science</b>	<b>Expected student products or learning objectives met</b>
None, unless students compose their poems using computers.	-Mandatory: -Optional/preferred:
<b>Reflection/Notes</b>	<b>Supporting Resources</b>