

**ED 101 Educational Technology Lab – Fall 2012
Boston University – School of Education**

LESSON PLAN

Grade(s)	1
Content Area(s)	Science
Topic of Lesson	Cloud types of 3 types of clouds (stratus, cirrus, cumulus)
Three Objectives	<ol style="list-style-type: none"> 1. Students will be able to identify all three of the cloud types by looking at the physical characteristics that were explained in the lesson as they look at a given a sheet of paper with three pictures of clouds on it and match the cloud to the name on the worksheet. 2. When provided with a written description of a type of weather, students will be able to write the corresponding cloud type that matches with the weather condition in 4 out of 5 cases with correct spelling. 3. When asked the location of the cloud in the sky, the students will be able to correctly identify each clouds location 3 out of 4 cases.
Technology standard	<p><i>Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.</i></p> <p>Exploratory Skills and Expectations: Basic operations <i>K-2: 1.1 Demonstrate beginning steps in using available hardware and applications (e.g., turn on a computer, launch a program, use a pointing device such as a mouse)</i></p>
Curriculum Framework	<ul style="list-style-type: none"> ➤ Massachusetts Science and Engineering Standards ➤ Earth and Space Science, Grades Pre-K-2 ➤ Earth's Materials <p><i>2. Understand that air is a mixture of gases that is all around us and that wind is moving air.</i></p>
Materials needed	<ul style="list-style-type: none"> • The computers with Internet access and LCD projector in the classroom • Paper for students to write their responses to the objective assessment • Worksheet with the three cloud types and the names of the clouds for matching • Worksheet with each type of cloud written out with room for listing associated weather below it

	<ul style="list-style-type: none"> • A picture of the sky labeled top, bottom, and middle for the sections in the sky, which will be used for the students to place clouds in their corresponding location. • Quick introductory slideshow including clouds to grab their attention initially • Drawing paper for free drawing of the clouds at the end • Crayons for the drawing at the end
<p>Lesson Introduction (5 minutes)</p>	<p>The first 5 minutes of the lesson will include with a general weather discussion. The children will look at the weather and precipitation chart on the white board and review how many rainy days, how many sunny days etc. there have been that school year and identify the weather of the current day. I will ask the students what they know about weather types so far and ask them what they know about clouds. I will show them many pictures from the introductory slideshow.</p>
<p>Lesson Procedure, Web Site Use, and Technology Standard Instruction (15 minutes)</p>	<p>I will then tell them how clouds are formed and use that as a transition into bringing up the website. I will explain the objectives of the lesson and how we will be using the website. I will begin by asking them if they ever use the internet or play on the computer. I will review the basic functions of a computer with them including the use of the mouse, the back button, etc. I will ask if anyone knows what a URL is or how the internet works. If so, I will ask them to demonstrate. If not, I will explain how each website has its own unique URL and show them where the URL is located. I will show them how the website has the icons that will bring them directly back to the home page and other pages that are linked in case they ever get lost. I will also point out how there is a big blue button and a Voki on the page that will help bring them to the next page and read the directions to them in case they are struggling with reading the words.</p> <p>I will review questions about the cloud types, locations and weather is associated with each cloud. On the smart board I will make a list with the students about what they already know about the three types of cloud, what they want to know and leave space for what they have learned. I will introduce the three clouds and the basic three instruction points from the objectives. Then I will open the first content page going over cloud formation and use this as an introduction to the website and its functions. I will read and explain what the page says and answer any questions the students may have. I will review the material at the end by asking questions, such as “how are clouds formed?” and “when are clouds formed?” to let the students demonstrate what they have learned.</p> <p>Next, I will go to the stratus content page and show them the physical characteristics of this cloud type. I will ask them to briefly repeat what they have learned to me before moving on. Once they have mastered the descriptions of the clouds I will next explain the location of the cloud in the sky. Again after reviewing this content and answering questions before moving on to the next sub topic, I will teach them about the weather associated with this type of cloud. I will repeat this process for the following two cloud types on each subsequent content page. I will use the</p>

	<p>arrow at the bottom of each page that is linked to the next page in order to demonstrate this accommodation. I will also play the Voki and audio instructions on each page.</p> <p>Lastly, I will divide the class into two groups. One group will look at printed pictures of the three clouds while discussing what they have learned and identifying the clouds by dividing the pictures into three categories. The second group will use the two computer at the computer desk to go over the website together and ask me any questions they may have. I will show them how there is a quiz available on the website if they ever want to test themselves and offer them the chance to explore the website or take the quiz. If everyone agrees that they want to take the quiz, I will first guide them through the quiz as a class and let the students take the quiz as a class. We will then go back to the chart we made together as a class and fill in what they have learned in the “learned” category.</p>
<p>Wrap-Up of Lesson (5 minutes)</p>	<p>At the end of the lesson, I will hand out blank paper and crayons and let the students draw their favorite type of cloud. I will write the name of the three clouds on the white board so that the students know how to spell each cloud. I will require them to title their drawing with the type of cloud they are trying to draw.</p>
<p>How will students be assessed to make sure they are able to perform the objectives?</p>	<p>Objective 1: Students will be able to identify all three of the cloud types by looking at the physical characteristics that were explained in the lesson as they look at a given a sheet of paper with three pictures of clouds on it and match the cloud to the name on the worksheet.</p> <p>Assessment 1: The students will be given a worksheet that includes three pictures of clouds. When provided with a written description of a type of weather, students will be able to write the corresponding cloud type that matches with the weather condition in 4 out of 5 cases with correct spelling. My cooperating teacher and I will walk around between the tables to answer any questions and we will review the answers all together at the front of the class after all students have completed the worksheet.</p> <p>Objective 2: When provided with a written description of a type of weather, students will be able to write the corresponding cloud type that matches with the weather condition in 4 out of 5 cases with correct spelling</p> <p>Assessment 2: The students will be a worksheet with each type of cloud listed with room for listing associated weather below it. Together they will brainstorm which kind of weather comes with each type of cloud and fill out the worksheet in the appropriate blank space. My cooperating teacher and I will walk around to help facilitate discussion and draw out answers. Again, once all students have completed the task, I will review the answers and make a list of associated weather for each cloud on the smart board using the students’ answers to compile this list.</p> <p>Objective 3: When asked the location of the cloud in the sky, the students will be able to correctly identify each clouds location 3 out of 4 cases.</p> <p>Assessment 3: Students will again be able to work together with their tablemates because memorizing this material is challenging for their</p>

	<p>developmental level. They will be handed out the third worksheet. They will write the cloud type name in the appropriate location. My cooperating teacher and I will be available for help. After they have completed the worksheet, I will recreate the picture on the smart board and with help from the students, I will place the cloud names in the right locations.</p>
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