# Weather Lesson Plan #2

**Content Area:** English as a Second Language  
**Lesson Title:** Clouds  
**Timeframe:** 5 days

## Lesson Components

### 21st Century Themes

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<th>X</th>
<th>Global Awareness</th>
<th>Financial, Economic, Business, and Entrepreneurial Literacy</th>
<th>Civic Literacy</th>
<th>Health Literacy</th>
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### 21st Century Skills

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<th>X</th>
<th>Creativity and Innovation</th>
<th>X</th>
<th>Critical Thinking and Problem Solving</th>
<th>X</th>
<th>Communication</th>
<th>X</th>
<th>Collaboration</th>
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### Interdisciplinary Connections:
Language Arts, Science, Social Studies

### Integration of Technology:
Power Point,  
[http://imnh.isu.edu/digitalatlas/teach/lsnplns/fogbotlp.htm](http://imnh.isu.edu/digitalatlas/teach/lsnplns/fogbotlp.htm)  
[http://paos.colorado.edu/~wxp/labs/localobs/ObservingClouds.html](http://paos.colorado.edu/~wxp/labs/localobs/ObservingClouds.html)

### Equipment needed:
Computer/ projection setup, student computers, Internet, digital camera

## Goals/Objectives

**Listening/Speaking**
- Retell a story using magnetic board and sentence strips.  
- Explain what makes clouds and fog and how clouds and fog form.  
- Chant the Water Cycle Rap and sing song.

**Listening**
- Identify the three main types of clouds (cirrus, cumulus, stratus)

### Key Vocabulary:
Clouds, fog, atmosphere, condensation, evaporation, precipitation, collection, water cycle, cumulus, cirrus, stratus

### Key Language Structures:
Sequence, compare and contrast  
Yesterday, it was _________.  
Today is ________.  
Tomorrow, it will be _____________.

### Warm-up:
Teacher: Plays “Get Off of My Cloud” as background music.  
Students: Go outside with the teacher and look at clouds.  
Students: Write/illustrate and log observations.  

## Learning Activities/Instructional Strategies

**Formative**
- Evaluate weather journal.  
- Water cycle sequencing activity.  
- Shaving cream clouds to demonstrate understanding of cloud types.  
- True and false questions about
### Lesson Sequence:

1. **Teacher:** Conducts a shared reading of *It Looked Like Spilt Milk.*
2. **Teacher:** Retells using magnetic board pictures and sentence strips.
3. **Teacher:** Reads various fiction and non-fiction books about clouds, how they develop and the characteristics of three main types including fog.
5. **Students:** Complete a graphic organizer showing type of cloud, description and weather observed when the specific cloud type is present (cumulus, cirrus, stratus).
6. **Students:** Make a cloud finder, develop an observation chart, record observations over a period of time, take daily digital pictures of sky and record all in a learning journal.
7. **Students:** Conduct “Fog in a Bottle Experiment,” [http://imnh.isu.edu/digitalatlas/teach/lsnpns/fogbotlp.htm](http://imnh.isu.edu/digitalatlas/teach/lsnpns/fogbotlp.htm)
8. **Students:** Research how clouds influence weather using Dan’s *Wild Wild Weather Page.*
9. **Students:** Chant & illustrate the Water Cycle Rap chant and the Water Cycle Song.
10. **Students:** Sequence how clouds are formed (water cycle).

**Closure:** **Students:** Play “Pass it Down the Lane” (first person tells second person, second person tells third person, etc) their information learned each day.

**Expansion/Extension/Homework:**
- **Students:** Report weekend cloud/fog formation.
- **Students:** Tell peer/parent what type of clouds are present each day.

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**Differentiation:**
Use flexible grouping; deliberately pair students homogeneously or...
heterogeneously by proficiency level depending on objective
Partner students at **ELP Level 1 with students at Level 3** when reading pocket poems.

**ELP 1** - Point to responses, follow one step directions, and draw responses.

**ELP 2** - Match oral descriptions to illustrations, follow two step directions, and respond with drawings and labels.

**ELP 3** - Follow multi-step directions, and respond with short phrase and simple sentence responses.

**ELP Level 4 & 5** - Follow multi-step directions and respond using more complex sentences.

**Suggested Resources:**
- Fog in a Bottle Experiment: [http://imnh.isu.edu/digitalatlas/teach/lsnplns/fogbotlp.htm](http://imnh.isu.edu/digitalatlas/teach/lsnplns/fogbotlp.htm)