

Teacher Candidate: Kasandra Stoudt Date: 06-07-2017

Cooperating Teacher: \_\_\_\_\_ Coop. Initials: \_\_\_\_\_

Group Size: 24 Allotted Time: 45min Grade Level: First Grade

Subject or Topic: Condensation Section: \_\_\_\_\_

Standard: 4.2.K.A Identify the components of the water cycle.

I. Performance Objectives (Learning Outcomes):

- A. The students will discover the process of condensation by participating in an interactive read aloud of the book Down Comes The Rain by Franklyn Branley.
- B. The students will analyze different types of clouds by completing a cotton ball cloud craft.
- C. The students will create their own clouds by participating in an inquiry.

II. Instructional Materials

A. Instruction

1. Down Comes the Rain by Franklyn Branley
2. Cotton Balls
3. Construction paper
4. Glue
5. Cloud video (<https://www.youtube.com/watch?v=eCumUup9vWQ>)

B. Inquiry

1. A clean, clear 2 liter plastic bottle for every 3 students
2. A box of wood matches for every 3 students
3. A thermometer for every bottle
4. An eye dropper or other container for water

III. Subject Matter/Content (prerequisite skills, key vocabulary, big idea, outline of additional content)

A. Prerequisite skills

1. Recognize what a cloud is
2. Understand what clouds do, and where they can be located. (ie. Sky, fog, etc)

3. Know that rain falls from clouds

B. Key Vocabulary

1. Clouds: Collection of water vapor in the sky
2. Condensation: water vapor in the air accumulated and becomes liquid again
3. Cirrus: thin wispy clouds, located very high in the sky
4. Cumulus: fluffy white clouds middle level in the sky (ones we usually see shapes in)
5. Stratus: really low in the sky (fog)
6. Cumulonimbus: Big, dark, storm clouds.

C. Big Idea: Condensation is an important part of the water cycle, and clouds greatly impact weather patterns.

D. Content

1. Different types of clouds
2. How clouds are formed
3. How condensation affects the environment

IV. Implementation

A. Introduction: Interactive Read Aloud; Down Comes the Rain by Franklyn Branley. Review previous day's activities.

B. Development

1. Send them back to tables to begin lesson. Show video of how clouds are formed, have them fill out the guided note sheet. Discuss with students what they have learned. Define the word condensation and break the word down.
2. Introduce the different types of clouds (Cirrus, Stratus, Cumulus, and Cumulonimbus) to students. Get them set up for their cloud craft.
3. Have students pick a piece of paper out of the hat with the name of a type of cloud on it.
4. Have students discuss their clouds, and then display them in the classroom.
5. Hand out the inquiry recording sheet. Explain the safety rules when using matches.

6. Discussion Questions: Prior to the activities; What makes air warm? What happens to warm air?, What makes air cold? What happens to cold air?, What are clouds? How are clouds made?, What 3 things are necessary to form clouds?, What is fog?
7. Introduce inquiry to the students, and begin handing out materials.
8. Make sure to go over safety precautions when using matches with the students, and make sure that they know that any misbehavior will result in not being able to participate in the activity.
9. Go over the recording sheet with the students. Talk about different ways they inquiry could be adjusted or modified for an independent activity.

C. Closure: Bring students to the reading circle, discuss what was learned that day. Introduce book for the next day.

D. Accommodations/Differentiation

1. IEP Student: Benjamin is six years old and lives with a hearing impairment, he has a cochlear implant, but still struggles with singling out distinct voices during full class discussions. Benjamin does use sign language, and has an underdeveloped ability to read lips (He can pick up some easy words but must be watching very closely).
2. Accommodations: Benjamin will have preferential seating. The teacher has a mic, but will also put the directions for longer projects up on the board so that he has something to refer to. When there is group discussion, the teacher will repeat the information that other students comment on so that Benjamin can be fully included.
3. Differentiation: With the variety of activities ranging from kinesthetic to verbal linguistic, there is great diversity.

E. Assessment/Evaluation Plan

1. Formative
  1. Cloud Craft
  2. Inquiry
  3. Ticket out the door
2. Evidence:

1. Cloud Craft: Students will be assessed on their ability to recreate the different types of clouds
  2. Inquiry: the students will be assessed on their participation in the activity, the discussion, and filling out their recording sheet.
  3. Ticket Out The Door: students will be assessed on their ability to identify the different types of clouds and how they are formed.
3. Summative: Formal summative test at the end of the unit.
  4. Assessment Scale:
    1. Cloud Craft: Mastery: 3 (all parts of the recording sheet are completed), Proficiency: 2(having missed only 1 mislabeled), or Below Basic: 1 (Having 2 or more mislabeled.)
    2. Inquiry: Mastery: 3 (all parts of the recording sheet are completed), Proficiency: 2(having missed only 1 mislabeled), or Below Basic: 1 (Having 2 or more mislabeled.)
    3. Ticket out the door will be handed in for a grade of either Mastery: 3( having all aspects properly labeled), Proficiency: 2(having missed only 1 mislabeled), or Below Basic: 1 (Having 2 or more mislabeled.)

#### V. Reflective Response

- A. Report of Student Performance in Terms of Stated Objectives (Reflection on student performance written after lesson is taught, includes remediation for students who fail to meet acceptable level of achievement)
  1. Remediation Plan
- B. Personal Reflection (Questions written before lesson is taught. Reflective answers to question recorded after lesson is taught)

1. Were the students engaged and participating throughout the lesson? How can I make the lesson more engaging to all of the students?
2. Was my lesson effective in teaching the content? How can I make it more effective?
3. Was my teaching effective? How could I have taught more effectively?

VI. Resources (in APA format)

- A. [http://www-k12.atmos.washington.edu/k12/pilot/water\\_cycle/teacherpage.html](http://www-k12.atmos.washington.edu/k12/pilot/water_cycle/teacherpage.html)
- B. Branley, F. M., & Hale, J. G. (1983). *Down Comes The Rain*. New York, NY: HarperCollins.
- C. [www.stem4teachers.org/wp-content/uploads/2014/02/Evaporation\\_for\\_K2\\_final.pdf](http://www.stem4teachers.org/wp-content/uploads/2014/02/Evaporation_for_K2_final.pdf)
- D. <https://www.youtube.com/watch?v=eCumUup9vWQ>