

## Cloud Shapes

**Teacher:** Riley Chun

**Date:** November 2, 2017. 11AM-11:50AM

**Unit Title:** Sunlight and Weather

**Unit Goals:** How do sunlight and different types of weather affect us?

**Grade/ Content Area:** Kindergarten/ Expressive arts science

**Context:** This is week 4 in this science weather unit. Students have learned to describe their local weather (i.e. it's a rainy day or it's a cloudy day). They have also been observing local weather and learning to compare weather at two different schools. Time: 50-60 minutes.

### **Standards:**

Next Generation Science Standard:

K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.

Oregon State Media Standard:

MA.2.Cr2.K: Organize and develop artistic ideas and work.

Writing:

Pre-writing: I can write my name.

W.K.2: I can write to tell about a topic and inform about it.

OCCSS: Speaking and Listening

Comprehension and Collaboration:

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed upon rules for discussions
  - b. Continue a conversation through multiple exchanges
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information or clarify something that is not understood.

Presentation of Knowledge and Ideas:

Describe familiar people, places, things, and events with prompting and support, provide additional detail.

Add drawings or other visual displays to descriptions as desired to provide additional detail.

Speak audibly and express thoughts, feelings, and ideas clearly.

ELPA standards:

K.1: An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading and viewing.

K.2: An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

K.10: An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

### **Learning Targets:**

- 1) I can tell what a cloud is.
- 2) I can make my own cloud.
- 3) I can create art.

### **Content Objectives:**

- 1) By the end of this lesson, students will be able to tell me what a cloud is.
- 2) By the end of this lesson, students will be able to create an art piece representing a cloud.

### **Language Objectives:**

- 1) Students will demonstrate their knowledge of vocabulary, but writing a sentence about their cloud.
- 2) Students will demonstrate their understanding of a cloud by sharing with their peers and me their ideas about clouds.
- 3) Students will need to know how to say an opinion sentence (I think...).

### **English Language Proficiency levels addressed:**

Functions: Speaking and Writing

Vocabulary: Rabbit, Bird, Tree, Ice Cream Cone, Flower, Pig, Birthday cake, Sheep, Owl, Mitten and Squirrel.

Grammar: “Sometimes it looked like a \_\_\_\_.” and “It looked like a \_\_\_\_.”

Discourse: Students will need to speak and write sentence structures listed in grammar. The students will be working with a non-ELL student. Turn and Talk intervals throughout the book. “Was it a squirrel?” “No it wasn’t.”

### **Additional Language Demands:**

- **Academic Vocabulary:** Cloud, Cumulus, Verbal sentence frame: “sometimes it looked like a \_\_\_\_” and written sentence frame would be “It looked like a \_\_\_\_.” Rabbit, bird, tree, Ice cream cone, flower, pig, birthday cake, sheep, owl, mitten, squirrel. “I can create art” Creative.
- **Syntax:** Students will need to be able to write a sentence using the sentence frame to the best of their ability.
- **Discourse:** Students will need to be able to use comparative language such as “it looked like” and “but it wasn’t.” Students will need to be able to explain their cloud to their peers.

### **Student Assessments:**

As I am reading the book *It looked like Spilt Milk* to the students, they will do turn and talks periodically. I will listen to conversations and make sure they understand what the book is saying. This will help to assess their reading comprehension, and their understanding of clouds. After reading the book, each student will participate in creating an art piece of a cloud, using cotton balls. They will be assessed on whether or not they are able to create the cloud to the best of their ability. Some students will then write a sentence about what kind of cloud they created.

**Learning Materials/ Preparation:**

-*It looked like Split Milk* by Charles G. Shaw

-Pencil

-Construction Paper of one color

-White glue

-Cotton Balls

-Laptop

-Projector

-Trashcan

-White tempura paint

- White crayons

-Laptop needs to be connected to the projector prior to lesson

-Glue, cotton balls and construction paper needs to be distributed on each table prior to the lesson.

-Paint and crayons will be used for differentiation strategies.

**Differentiation Strategies:** While this lesson is designed using a Universal Design for learning framework, differentiation is important to support all learners and their needs.

**Process:** Students will be able to use cotton balls to be glued or paint to be painted. Students will be able to manipulate cotton ball to make a shape or tear cotton ball into smaller pieces and glue into creative template drawn by the teacher. If a student finishes early, they may go to the reading corner and find a weather book to read. If a student doesn't finish in the allotted time, it can be finished in choice time later in the day.

**Product:** All students will create a cloud picture. Students who need enrichment will be able to write a sentence with a completed sentence frame or a written full sentence.

**Content:** Students will learn scientific vocabulary: cumulus clouds. English Language Learners and those students who need intervention will be learning to call the clouds either the: "big and fluffy" clouds or just cloud.

**Environment:** Students may choose to work in a group, or isolation. Students may choose to sit or stand. An easel will be available if a student asks to paint at an easel.

### Lesson Sequence

**Lesson Introduction/Set: 15 minutes**

- Weather permitting take students outside to look up into the sky at the clouds and talk about what do they see. *Have you ever just stopped and looked up at the clouds?*
- Alternative option: Gather students on carpet, and show students slides of pictures of different kinds of clouds. Talk about how clouds can be different shapes and sizes. *These are all clouds. They are all different because clouds can be many different shapes and sizes. What do you see?*
- Read book *It looked like Spilt Milk*. Have students start by knowing who their talking partner will be when I say to turn and talk. Tell students *touch the shoulder of the person*

*next to you; this is your talking partner. Ok, arms down. Touch the shoulder of the person next to you; this is your talking partner. Repeat one more time. When I say to turn and talk with your partner, you will turn to this person, ok?*

- Throughout book ask students to chime in and help me to read the dialogue. (I.e. “Was it a rabbit?” “No it wasn’t.”) *Turn to your partner and ask them if this cloud was a rabbit, and the other partner respond to them with “No it wasn’t.” Repeat 2 more times, throughout the book.*
- After the book, talk about how clouds can be all shapes and sizes, it can look like anything. *Clouds can be any shape and size; they can look like hearts, squares, circles, and fish, anything you think it looks like.*

**Communication of Learning Targets: 2 minutes**

When students are seated on carpet tell them what they will be doing today. *Today you are going to be artists. Can you tell me what you are going to be today? Today, I can be an artist. Today you are going to make a cloud. Can you tell me what you are going to make today? Today I will make a cloud.*

**Learning Activities: 20 minutes**

- Pair work: When students are listening to book, periodically I will have them turn and talk with a partner. They will communicate this sentence frame: One partner will ask “Was it a \_\_\_?” and the other partner will respond with “No it wasn’t.”
- Independent work: Each student will create a cloud using cotton balls or paint, which ever they choose.
- Group work: *Please share with your table groups what kind of cloud you have made.*

Time	Activity	Notes
15 minutes	<p>Introduction:</p> <ul style="list-style-type: none"> <li>• Weather permitting take students outside to look up into the sky at the clouds and talk about what do they see. <i>Have you ever just stopped and looked up at the clouds?</i></li> <li>• Alternative option: Gather students on carpet, and show students slides of pictures of different kinds of clouds. Talk about how clouds can be different shapes and sizes. <i>These are all clouds. They are all</i></li> </ul>	<p>Take students to closest area right outside the building. This may be a time sensitive. Just for them to be able to get the idea of where they have seen clouds before.</p>

	<p><i>different because clouds can be many different shapes and sizes. What do you see?</i></p> <ul style="list-style-type: none"> <li>• Read book <i>It looked like Spilt Milk</i>. Have students start by knowing who their talking partner will be when I say to turn and talk. Tell students <i>touch the shoulder of the person next to you; this is your talking partner. Ok, arms down. Touch the shoulder of the person next to you; this is your talking partner. Repeat one more time. When I say to turn and talk with your partner, you will turn to this person, ok?</i></li> <li>• Throughout book ask students to chime in and help me to read the dialogue. (I.e. “Was it a rabbit?” “No it wasn’t.”) <i>Turn to your partner and ask them if this cloud was a rabbit, and the other partner respond to them with “No it wasn’t.” Repeat 2 more times, throughout the book.</i></li> <li>• After the book, talk about how clouds can be all shapes and sizes, it can look like anything. <i>Clouds can be any shape and size; they can look like</i></li> </ul>	<p>Turn and talk with partner (ELL)</p> <p>When sharing dialogue with partner, I will listen to conversations, and help as needed.</p> <p>Pair work</p>
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	<i>hearts, squares, circles, and fish, anything you think it looks like.</i>	
2 minutes	<p>Communication of Learning Targets:</p> <p>When students are seated on carpet tell them what they will be doing today. <i>Today you are going to be artists. Can you tell me what you are going to be today? Today, I can be an artist. Today you are going to make a cloud. Can you tell me what you are going to make today? Today I will make a cloud.</i></p>	<p>Instead of having the learning targets posted and having them read it, because they cannot read them yet. I tell them to them, and have them repeat them back to me.</p>
20 minutes	<p>Learning Activity: Independent work</p> <p>Each student will create a cloud using cotton balls or paint, which ever they choose.</p>	<p>As they are working, I will go around to help those who need help getting started. Some will need differentiation strategies at this point.</p>
10 minutes	<p>Closure: <i>Please turn and talk at your table groups or to a neighbor and tell them about what you made.</i></p>	<p>I will walk around and monitor and assist where needed.</p>

**Closure: 10 minutes**

*Please turn and talk at your table groups or to a neighbor and tell them about what you made. I will walk around and listen to sharing at table groups and assist when needed.*