



**Instructor's Name:** Cassie Schroer

**Subject :** Science

**Grade:** 3

**Title of Lesson:** Clouds

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**Materials and Resources (including technology):**

Smartboard presentation

**Standard(s) the Lesson will Address:** Type out the source, number, and the text of the standard (s) addressed in this lesson

**Objective:** State the CONDITION, the BEHAVIOR, and the CRITERIA. Label in ( ) the predominant domain of **C** for Cognitive, **A** for Affective, or **P** for Psychomotor. DO NOT make every condition "at the conclusion of the lesson.."

Using cotton and other materials, the students will accurately create the different types of clouds (P). At the completion of the lesson the students will be able to explain how a cloud is formed (C and A) .

**Vocabulary:**

**Academic:**

**Content:** Clouds, Precipitation

**Anticipatory Set:** How will you get the students ready and/or excited to accept instruction?

**Pre-Assessment Plan (if any):** Pre-assessments help you to determine what students already know and bring to the lesson content.

Could have students do the self check on the smartboard presentation which is the same assessment they will take at the end of the lesson.

**Input: (SCRIPTED)** *Detailed planning: Write plans to a level of depth that would allow another teacher to use the plan to deliver the instruction. Script the learning target(s), transitions and key questions as well as timings.)*

Definition of clouds- Which is shown on the smartboard presentation

Cirrus

Cumulus

Stratus

Nimbostratus

Cumulonimbus

Art Project (Assessment)

### **Guided Practice (Formative Assessment):**

Students will use their creativeness to display what the five different clouds look like.

### **Closure: (SCRIPTED)**

**Independent Practice/Summative Assessment:** (How will students extend or apply their learning OR demonstrate mastery? If demonstrating mastery, include criteria for evaluation (checklist, rubric, sample, etc).

Students will work on the cloud making with the cotton balls and other art supplies. While the students are working I will have students come up one by one to do the short assessment on the smartboard presentation.

**Accommodations & differentiation for learners:** (For all practice lesson assume that you have at least one student in each category: attention/focus issue, language processing issue, sensory issues)

**Multiple Intelligences Addressed:** Address at least ONE of these intelligences: verbal linguistic, musical/rhythmic, **visual/spatial**, intrapersonal, logical/mathematical, interpersonal, bodily/kinesthetic, naturalistic

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### **AFTER TEACHING THE LESSON:**

Respond with *professional insights that go beyond superficial considerations.*

- As I reflect on the lesson, to what extent were students productively engaged?
- To what extent did the students learn what I intended? Were instructional objectives met?
- To what extent did I alter my objectives or instructional plan as I taught the lesson? Why?
- To what extent did I practice effective classroom management strategies? What issues do I need to address when I teach again?
- To what extent did I provide closure to the lesson?
- If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why? How would this affect the outcome of this and future instruction?