

**NJ ESL Curriculum Exemplar**  
 Aligned to the 2007 WIDA Standards  
**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS**

Weather Lesson Plan #2							
<b>Content Area:</b> English as a Second Language							
<b>Lesson Title:</b> Clouds			<b>Timeframe:</b> 5 days				
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy	
<u>21<sup>st</sup> Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication	X	Collaboration
<b>Interdisciplinary Connections:</b> Language Arts, Science, Social Studies							
<b>Integration of Technology:</b> Power Point, Dan's Wild Wild Weather Page <a href="http://whnt19.com/Kidwx/cloud.htm">http://whnt19.com/Kidwx/cloud.htm</a> <a href="http://imnh.isu.edu/digitalatlas/teach/lsnplns/fogbotlp.htm">http://imnh.isu.edu/digitalatlas/teach/lsnplns/fogbotlp.htm</a> <a href="http://paos.colorado.edu/~wxp/labs/localobs/ObservingClouds.html">http://paos.colorado.edu/~wxp/labs/localobs/ObservingClouds.html</a>							
<b>Equipment needed:</b> Computer/ projection setup, student computers, Internet, digital camera							

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students:</p> <p><i>Listening/Speaking</i></p> <ul style="list-style-type: none"> <li>• Retell a story using magnetic board and sentence strips.</li> <li>• Explain what makes clouds and fog and how clouds and fog form.</li> <li>• Chant the Water Cycle Rap and sing song.</li> </ul> <p><i>Listening</i></p> <ul style="list-style-type: none"> <li>• Identify the three main types of clouds (cirrus,</li> </ul>	<p><b>Key Vocabulary:</b>                      Clouds, fog, atmosphere, condensation, evaporation, precipitation, collection, water cycle, cumulus, cirrus, stratus</p> <p><b>Key Language Structures:</b>                      Sequence, compare and contrast                      Yesterday, it was _____.                      Today is _____.                      Tomorrow, it will be _____.</p> <p><b>Warm-up:</b>                      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.                      Students: Draw what clouds look like.</p>	<p><b><u>Formative</u></b></p> <ul style="list-style-type: none"> <li>• Evaluate weather journal.</li> <li>• Water cycle sequencing activity.</li> <li>• Shaving cream clouds to demonstrate understanding of cloud types.</li> <li>• True and false questions about</li> </ul>

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<p>cumulus, and stratus).</p> <p><i>Speaking</i></p> <ul style="list-style-type: none"> <li>Describe the three main types of clouds (cirrus, cumulus, status)</li> </ul> <p><i>Reading</i></p> <ul style="list-style-type: none"> <li>Read cloud poems with a partner and make statements about clouds from pictures and photographs.</li> </ul> <p><i>Writing</i></p> <ul style="list-style-type: none"> <li>Record cloud observations in a journal.</li> <li>Predict weather based on cloud formation.</li> <li>Compare and contrast differences in clouds using a graphic organizer.</li> </ul>	<p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"> <li>Teacher: Conducts a shared reading of <i>It Looked Like Spilt Milk</i>.</li> <li>Teacher: Retells using magnetic board pictures and sentence strips</li> <li>Teacher: Reads various fiction and non-fiction books about clouds, how they develop and the characteristics of three main types including fog.</li> <li>Students: Read cloud poems with a partner (“Clouds” by Christina Rossetti, “Clouds” by Aileen Fisher, “Curb Your Cloud” by Richard Garcia).</li> <li>Students: Complete a graphic organizer showing type of cloud, description and weather observed when the specific cloud type is present (cumulus, cirrus, stratus).</li> <li>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.</li> <li>Students: Conduct “Fog in a Bottle Experiment,” <a href="http://imnh.isu.edu/digitalatlas/teach/Isnpls/fogbotlp.htm">http://imnh.isu.edu/digitalatlas/teach/Isnpls/fogbotlp.htm</a></li> <li>Students: Research how clouds influence weather using Dan’s <u>Wild Wild Weather Page</u></li> <li>Students: Chant &amp; illustrate the Water Cycle Rap chant and the Water Cycle Song.</li> <li>Students: Sequence how clouds are formed (water cycle).</li> </ol> <p><b>Closure:</b> Students: Play “Pass it Down the Lane” (first person tells second person, second person tells third person, etc) their information learned each day.</p> <p><b>Expansion/Extension/Homework:</b> Students: Report weekend cloud/fog formation. Students: Tell peer/parent what type of clouds are present each day.</p>	<p>clouds.</p> <p>Venn Diagram</p>
<p><b>Differentiation:</b> Use flexible grouping; deliberately pair students homogeneously or</p>		

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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 :** Power Point <http://nenes.eas.gatech.edu/Cloud/Clouds.pdf>

Dan's Wild, Wild Weather Page <http://whnt19.com/Kidwx/cloud.htm>

Fog in a Bottle Experiment <http://imnh.isu.edu/digitalatlas/teach/lsnplns/fogbotlp.htm>