

**Name of Student:** Ashley Lov

**School:** Mount Sinai Elementary

**Child Study Course #:** 424-S04

**Date of Lesson:** March 4, 2022

**Cooperating Teacher:** Ashley Long

**Grade and/or Age:** K/1/2 (5-8)

**Size of Group:** 8

**Special Education Classification(s):** Speech/language Impairment, Autism, Learning disability

**Curriculum Area or Learning Domain:** Science

**Specific Lesson/Skill Taught:** Weather (Precipitation)

**CENTRAL FOCUS:**

The students will individually be able to identify and describe the four different types of precipitation (rain, snow, sleet, hail).

**BEHAVIORAL OBJECTIVE:**

**Complex objective:** Given four raindrops each labeled a type of precipitation (rain, snow, sleet, hail), the students will be able to write one sentence describing each type of precipitation and match it to the corresponding labeled raindrop in  $\frac{3}{4}$  trials for 75% accuracy.

**Simplified objective:** Given four raindrops each labeled a type of precipitation (rain, snow, sleet, hail), the students will be able to draw a picture correctly identifying  $\frac{3}{4}$  types of precipitation for 75% accuracy.

**CURRICULUM RATIONALE:**

In the past, students have been exposed to the weather unit and have studied temperature and different types of clouds. Currently, students are working on identifying and describing the four types of precipitation. In the future, students will use this newfound knowledge of precipitation and apply it to the 'severe weather' unit.

**IEP or IFSP GOAL(S):**

Study Skills:

- Student will be able to attend to independent seat work for a period of 10 minutes with not more than 2 prompts.
- Student will attend to whole group instruction for a period of 5 minutes by demonstrating in seat, quiet behavior and responding appropriately to at least 3 teacher questions or commands.
- Student will transition from one location to another within the classroom without delay or teacher redirection.
- Student will remain on-task, with no more than 2 prompts, throughout the duration of the lesson or activity.

Reading:

- Student will apply phonic skills and word analysis skills to correctly decode the word.

Writing:

- Student will produce complete sentences in response to prompts, with prompting and support.

### **NEW YORK STATE COMMON CORE LEARNING STANDARDS:**

K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.\*

K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface





ESS2.D: Weather and Climate - Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1)

### **ACADEMIC LANGUAGE:**

- Weather
- Precipitation
- Rain
- Snow

- Sleet
- Hail


### **MATERIALS:**

- SMART Board
- Video:  Precipitation
- Meeting area (rug)
- Precipitation anchor chart
- Precipitation cards with definitions
- Four corners precipitation cards (slides 1-4)  Precipitation
- Large picture of hail card (slide 5)  Precipitation
- Pictures for anchor chart (slide 6)  Precipitation
- ‘Types of precipitation’ cloud
- Lined raindrops
- Labeled precipitation raindrops
- Blank raindrops
- Cloud tracer
- Raindrop tracer
- Scissors
- Glue
- Pencils
- Model mobile

### **DEVELOPMENT/PROCEDURES:**

#### **INTRODUCTION/MOTIVATION:**

- Begin with the students at their desks facing the SMART Board. *Ok my friends, today we are going to be continuing to talk all about the weather. So far we have learned all about temperature and clouds. Today, we are going to learn about precipitation. Precipitation is what falls from the clouds* (move your hands down, wiggling your fingers to depict

precipitation falling). Have students repeat the definition and do the hand motion along with you. *There are four types of precipitation. Lets watch this video to see what they are.* Play the education video and song  Precipitation .

### **INSTRUCTIONAL STRATEGIES:**

- Once the video is over, ask students, *so can anyone help me remember the four types of precipitation?* If students struggle, sing the song to help them remember. After saying the four types of precipitation, call students row by row to meet at the carpet.
- *Ok my friends, now that we know what the four main types of precipitation are, let's talk about each one of them.*
- *Precipitation is water that forms in the clouds. Once lots and lots of water starts to fill the clouds, the clouds get too heavy and they have to release the water. Well, depending on the temperature of the air, different types of precipitation fall to the ground. Let's take a look at our first type of precipitation, rain.*
- Uncover the paper covering the rain section of the anchor chart. *Rain is water droplets that are released from the clouds. When it's rainy outside, we need rain boots, a raincoat, what else? Yes, an umbrella. Rain is the only type of precipitation that is a liquid when it reaches the ground.*
- *Let's take a look at our next type of precipitation. Uncover paper covering the snow portion of the anchor chart. Snow is ice crystals that are released from the clouds. We all know what snow looks like. We know there can be a lot of snow, or a little bit of snow, and that depends on the amount of water that's in the clouds. If it were cold and snowy outside, what would I need to wear?* Have students answer the question.
- *Ok so we have learned about rain and snow. Does anybody remember the other two types of precipitation?* If students don't, sing the song. *Sleet and hail! Let's take a look at sleet. Sleet is a mixture of rain and snow. It falls from the clouds as rain, but turns a little bit snowy as it falls to the ground. Sleet is very messy. If there is sleet, the temperature is a little warmer than when it snows, but colder than rain. We see sleet at around 35 degrees fahrenheit.*


- *Let's look at our last type of precipitation. Hail is balls of ice that are released from clouds. Hail only forms in thunderstorm clouds when it's really cold outside. We don't see hail as much as rain, snow, or sleet. Hail is big balls of ice. They can be as big as a softball. When we get a big hail storm, we want to stay inside our house to keep us safe. Show students pictures of hail.*
- *Now, we have a game to play but first let's review each type of precipitation. Ask students, how many types of precipitation are there? Who can tell me the four types of precipitation. What falls from the clouds when it rains? Yes, water. What falls from the cloud when it snows? Ice crystals. What falls from the clouds when it sleets? Yes, a mixture of rain and snow. And finally, what falls from the clouds when it hails. Yes, big balls of ice.*
- *Lets review the pictures. I am going to show you a picture and you tell me what type of precipitation it is. Show each picture of precipitation and have students identify the name.*
- *Ok. If you are ready to play the game, put your hands on your head. Ok, it looks like you are all ready! We are going to play the game four corners. There are four pictures hung around the room. The pictures are in the corners of our room. The way the game works if I ask a question, and you go to the corner that has the answer. Let's do a practice round. Watch me. Have the students ask you to go to the corner that shows rain. Model going to that corner.*
- *Does everyone understand how to play? Ok you can all stand up but stay on the carpet. Ask students the following questions:*
  - *Go to the corner that shows a picture of snow.*
  - *Go to the corner that shows a picture of sleet.*
  - *This precipitation is liquid water droplets that falls from the clouds.*
  - *This type of precipitation can be the size of softballs and cause damage to property.*
  - *This type of precipitation is a combination of snow and rain.*
  - *This type of precipitation is made from ice crystals.*

- *Who is ready for the final, trick question. Ready? This type of precipitation forms in clouds.*
- After the game, call students back to the carpet. Introduce the assessment/ independent activity. Tell students that they are going to be making a craft and show them the model. Explain to them the first thing they need to do is tell what they learned about each type of precipitation. Call the four more proficient students names and explain that you want them to write what they learned about each type of precipitation. Explain to them that each raindrop should teach about one type of precipitation. Give these students their materials and send them off to the carpet. Explain to the remaining students that they are going to draw a picture of each type of precipitation. Once they are done, they will cut out their raindrops and glue the picture to the matching word. Remind them of the four types of precipitation. Give them their materials and have them go back to their desk to complete the activity. Hang the anchor chart in the front of the room so the students can reference it.

### **CLOSURE:**

- Once each student has completed their writing. Give them the tracing templates and have them cut out the rest of the activity. Have them reference the model when completing their weather mobile. Once each student has completed their mobile, have students turn and talk to a partner about what they wrote or drew. Pair one student who wrote with one student who drew.

### **TECHNOLOGY COMPONENT:**

- I will incorporate the SMART Board to engage students in the lesson introduction. I will play the short educational song  Precipitation to give students a basic understanding of the four main types of precipitation.

### **ADAPTIVE PROCEDURES:**

- Assessment: My four higher level students will be instructed to write four sentences in the independent assessment. I will differentiate the assessment to meet the needs of my four lower students by having them draw a picture to represent the type of precipitation.
- Four corners game: Pictures will be provided for the students who can't read the label on the pictures. 1st and 2nd grade students can read the precipitation label as well as look at the picture during the game.
- Students with IEP goals of working independently will only receive up to 2 prompts if necessary.
- First grade students and kindergarten students who may need extra support during independent assessment will receive prompting when appropriate.

### **ASSESSMENT:**

**Complex objective:** Given four raindrops each labeled a type of precipitation (rain, snow, sleet, hail), the students will be able to write one sentence describing each type of precipitation and match it to the corresponding labeled raindrop in 3/4 trials for 75% accuracy.

**Simplified objective:** Given four raindrops each labeled a type of precipitation (rain, snow, sleet, hail), the students will be able to draw a picture correctly identifying 3/4 types of precipitation for 75% accuracy.

### **SELF-EVALUATION:**

- To be conducted after completion of the lesson.

### **RE-ENGAGEMENT:**

For any student who did not meet the criteria of writing or drawing 3/4 correct precipitations, I would continue working with them to further develop their understanding of this topic. During this time I would incorporate technology to further engage them in the lesson. First, I would provide the student with a mini version of the anchor chart for them to reference at

this time. We would go over each definition, and I would further emphasize to look at the pictures to show which precipitation is happening. I would then have the student complete a matching activity on the chromebooks in which they had to match the type of precipitation, and a simple definition (which I would read to them if necessary), to a picture of the precipitation. As the student completes this game, I would sit beside them, emphasizing words, probing their thinking by asking questions, and also further implementing their individualized IEP goals. Once I have determined the student now has a firm understanding of the topic, I would conduct a new assessment to recess their knowledge on precipitation. The new assessment would be a flip book in which the student would match the definition to the word, and draw a picture. Once again, I would assess mastery of the topic if under the criteria of matching  $\frac{3}{4}$  correct for 75% accuracy.

- Materials: [Precipitation Flip Book](#), scissors, glue, and cardstock paper.