

Student Teacher Candidate: Jessica Kelley

Lesson Subject(s)/Title: Cloudy with a Chance of Meatballs Integrated Literacy/ Art Lesson

Lesson Date(s): 10/2/18

Course & Grade(s): 1st grade

INSTRUCTIONAL MATERIALS:

Book Interactive Activity: *Cloudy with a Chance of Meatballs* book, smartboard, umbrella sheet on the smartboard, pictures of all four seasons printed out

Weather sheet for book activity

Closure activity: Umbrella Sheet, glue, tape, yarn, cotton balls, colored buttons, pasta, markers, colored pencils

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

What type of weather do we see throughout the seasons?

How does the weather in the book compare to the weather in real life?

Is the weather the same?

Is the weather different?

PURPOSE:

For the students to be able to compare and contrast the weather we see by using the book and their prior knowledge of the weather in our everyday lives. The students will also be able to make the connections between the weather in the book that relates to rain, snow, and wind. They will then be able to identify rain, snow, and wind in their own wacky weather sheets.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

The students will be able to demonstrate their understanding of the compare and contrast strategy using the book *Cloudy with a Chance of Meatballs*. The students will know what weather in the book represents rain, snow, and wind. The students will also be able to show what weather on their wacky weather sheets represent rain, snow, wind, and any other objects they have on there.

STANDARDS:

Subject Area: Arts and Humanities

Standard - 9.1.V.1.E1: Use imagination and creativity to express self through visual arts

Subject Area: English Language Arts>> Reading Literature (Grade 1 > 9)

Standard – CCSS.ELA-Literacy.RL.1.9: Compare and contrast the adventures and experiences of characters in stories.

Subject Area: English Language Arts>> Reading Literature (Grade 1 >7)

Standard – CCSS.ELA-Literacy.RL.1.7: Use illustrations and details in a story to describe its characteristics, setting, or events.

DIFFERENTIATION STRATEGIES:

During this lesson while the teacher is reading the book the students will be called up to put different foods on the smartboard to demonstrate the weather going on in the book, which will stay up during the whole lesson and activity. By having the illustration on the board it will give the students an example of crazy weather. For the closure activity when we are all making our weather charts there will be a picture of everyday weather on the smartboard along with the model that the teacher has made, so these students will have something to compare their crazy charts to.

ANTICIPATORY SET: Logical Mathematical Bodily Kinesthetic Spatial

Before we read *Cloudy with a Chance of Meatballs* the students will get to pass around the book and look through it for a couple of minutes, and go over the seasons that we go through (summer, fall, winter, spring). Then we will make a prediction of what weather the class thinks we will read about in the story. This prediction is an umbrella sheet where the students come up and draw the weather they think they will see in the book. Which builds model of the prediction. The Prediction Paper: This is the umbrella picture that will be pulled up on the smartboard. There

Sensory Register	STM	LTM
Attention Recognition Perception	Focus Organization Rehearsal Visualization	Connections Elaborations Meaning
<u>Facets of Understanding</u>		
1. Explanation		
2. Interpretation		
3. Application		
4. Perspective		
5. Empathy		
6. Self-Knowledge		
<u>Multiple Intelligences</u>		
1. Linguistic [words]		
2. Visual [pictures]		
3. Mathematical [numbers & reasoning]		
4. Kinesthetic [hands-on]		
5. Musical [music]		
6. Interpersonal [social]		
7. Intrapersonal [self]		
8. Naturalist [nature]		
<u>Multiple Exposures [4 x 2]</u>		
1. Dramatization		
2. Visualization		
3. Verbal		
<u>Complex Interactions</u>		
1. Discussion		
2. Argumentation		
<u>Bloom's Taxonomy</u>		
1. Knowledge [Verbatim]		
2. Comprehension [Own Words]		
3. Application [Problem-Solving]		
4. Analysis [Identify components]		
5. Synthesis [Combine information]		
6. Evaluation [Decisions]		
<u>Aspects of the Topic</u>		
1. Facts		
2. Compare		
3. Cause/Effect		
4. Characteristics		
5. Examples		
6. Relationships		
<u>9 Effective Strategies</u>		
1. Similarities and Differences		
2. Summarization and Note Taking		
3. Reinforcing Effort and Providing Recognition		
4. Homework and Practice		
5. Nonlinguistic Representations		
6. Cooperative Learning		
7. Setting Objectives and Providing Feedback		
8. Generating and Testing Hypotheses		
9. Questions, Cues, and Advanced Organizers		

about in the story. This prediction is an umbrella sheet where the students come up and draw the weather they think they will see in the book. Which builds model of the prediction.

The Prediction Paper: This is the umbrella picture that will be pulled up on the smartboard. There will be two umbrellas on that page, so one can be the prediction umbrella and one can be the story umbrella.

INPUT/ ACQUIRE NEW KNOWLEDGE:

and/or

APPLY/ DEEPEN NEW KNOWLEDGE: Bodily Kinesthetic Spatial

We will read through the story and frequently update the weather on the umbrella sheet that is pulled up on the smartboard (build a model). Weather from the book attached to the document labeled "Weather"

We will compare our "Prediction Umbrella" to our "Story Umbrella" after we are done reading the book. We will see if the prediction umbrella is missing anything. This is when the teacher asks the students, "What did we draw on the story umbrella that we did not draw on the prediction umbrella?"

We will then compare the weather in the story to the weather in the four seasons (summer, fall, winter, spring) for them to make the connections to real life. They can identify rain, snow, and wind from the story that we mapped.

Amy Nelson, Spring 2010

CLOSURE/ASSESSMENT: Intrapersonal Spatial

During this closure assessment the students will create their own weather chart, and get to describe the settings. They can make their weather sheets as crazy as they want. They need to keep in mind that they have to connect to rain, snow, or wind with the objects they use for their weather. For example, juice (rain), mashed potatoes (snow), and hamburgers (wind). There will be supplies for them to decorate them however they want. They can take five items from the center of the table each, and will be able to use markers/colored pencils. After they are done making their weather sheets they need to be able to describe what they made to the class talking about what represents rain, snow, wind, etc.

This is when the individual umbrella sheets are passed out along with the cotton balls, colored buttons, pasta, markers/colored pencils, glue, and tape.

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

none

EVALUATION/ASSESSMENT OF STUDENTS:

The teacher will evaluate the student's creativity from their closure assessment. This will be assessed by a picture/smiley rubric

INSTRUCTIONAL PROCEDURES:

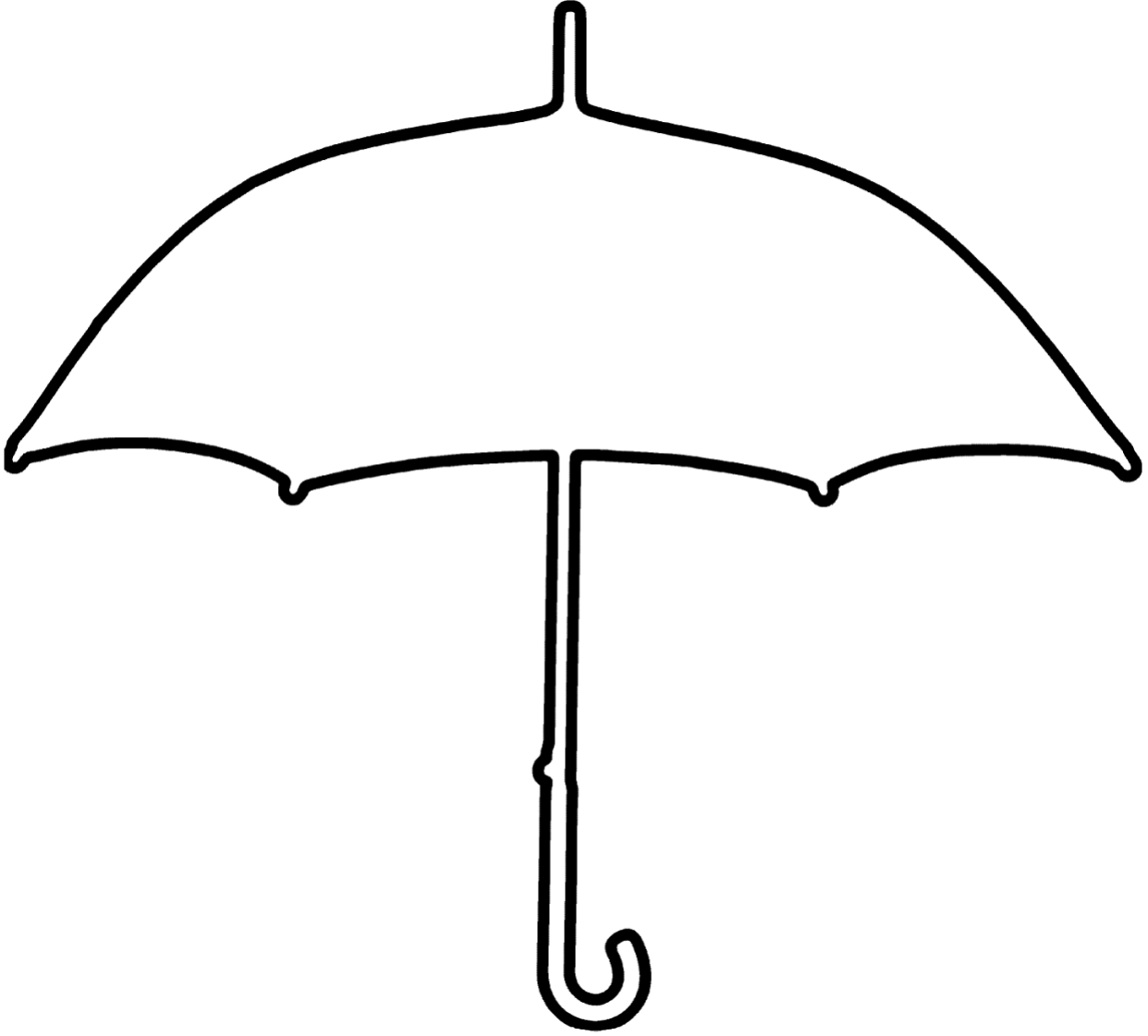
Time:

<p>The teacher will:</p> <ol style="list-style-type: none"> 1. Have the students look at the book and go over the four seasons with them, ask them what they are (summer, winter, fall, spring) 2. Ask the students to make weather predictions on the umbrella sheet on the smartboard. 3. After we make predictions we will pull up the second umbrella sheet up on the smartboard to chart the weather in the story. 4. During this story you will ask for each piece of food falling from the sky for someone to come up and chart it. 5. After the story ask the students "What did we draw in the 'Story Umbrella' that we did not draw in the 'Prediction Umbrella'" 6. Ask the students to identify the rain, wind and snow from the story. 7. Ask the students "How is the weather in 	<p>The students will:</p> <ol style="list-style-type: none"> 1. Pass around the book and identify the four seasons that we go through within a year 2. Make predictions on the umbrella sheet that is on the smartboard. 3. Listen to the story and when asked who wants to chart the weather in the story they will raise their hand to potentially chart a specific part in the weather. 4. The students raise their hand and identify what they drew on the "Story Umbrella" that they did not draw on the "Prediction Umbrella" 5. Raise their hands and wait to be called on to answer the question about how the weather is different in the story and what we see in our everyday lives. 6. The students will identify what food connects to rain, snow, and wind. 7. The students say how they know the
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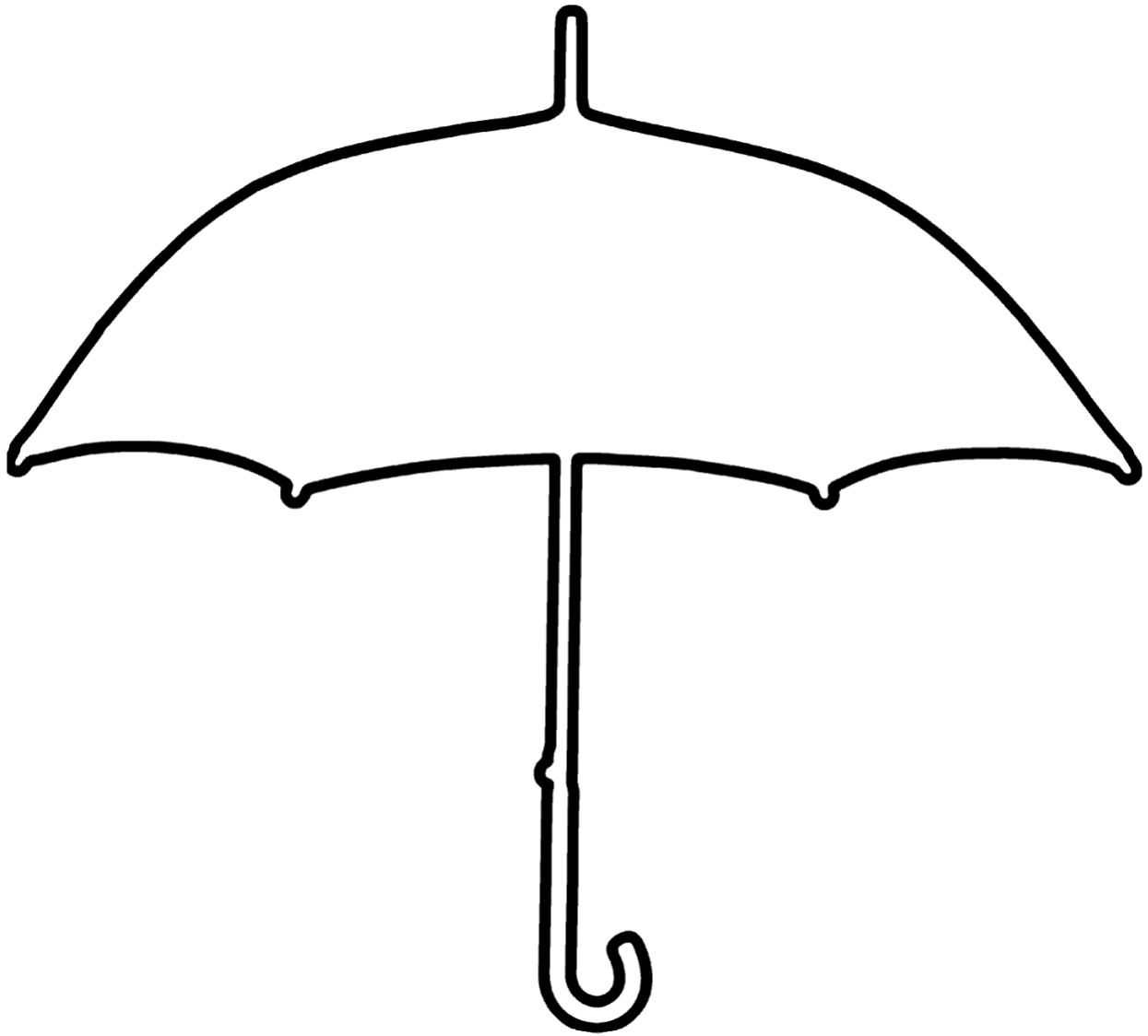
6. Ask the students to identify the rain, wind and snow from the story.
7. Ask the students "How is the weather in the story different than the weather we see in our everyday lives?" Have them explain how they know it is different.
8. Put up pictures on the board of the four seasons on the board, and leave up the weather predictions and the story umbrella on the smartboard for the students to use.
9. Show and explain the model the teacher has made for the class and how specific objects represent specific weather.
10. Hand out individual umbrella sheets to the tables, and put the materials for the students to make their own creative crazy weather on their individual umbrella sheet.
11. Tell the students to make their own crazy weather at their desks with the materials from the center of their table. Tell them to keep in mind that they have to connect them to rain, snow, and wind.
12. After the students are done have them come sit on the carpet and share their work of art.

6. The students will identify what food connects to rain, snow, and wind.
7. The students say how they know the weather is different.
8. Go back to their desks and wait for their individual umbrella sheets to be passed around to them.
9. They get to pick materials out of the center of their table to use. Make sure they can explain the connections between their objects and rain, snow, and wind.
10. After all of the students are done they will go sit on the carpet and go around the circle to describe the setting on their wacky/crazy weather umbrella sheet.

Prediction Umbrella



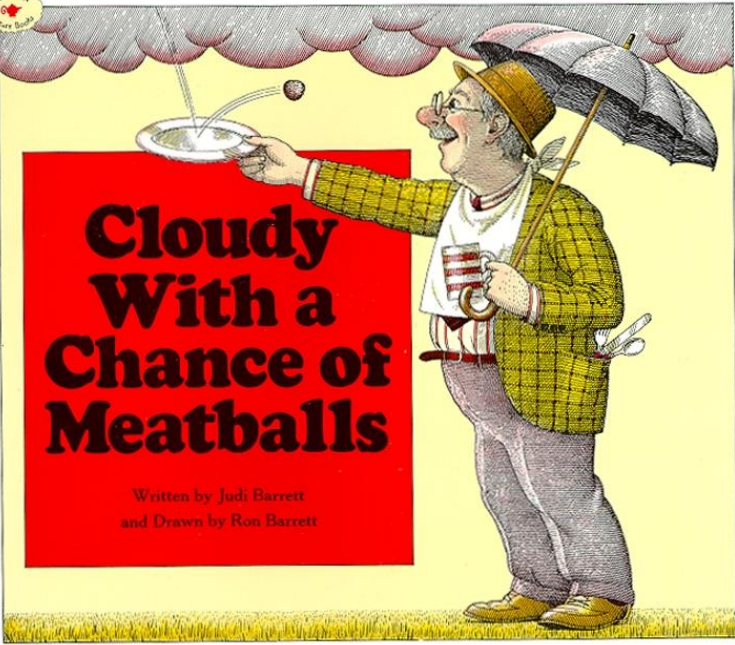
Story Umbrella

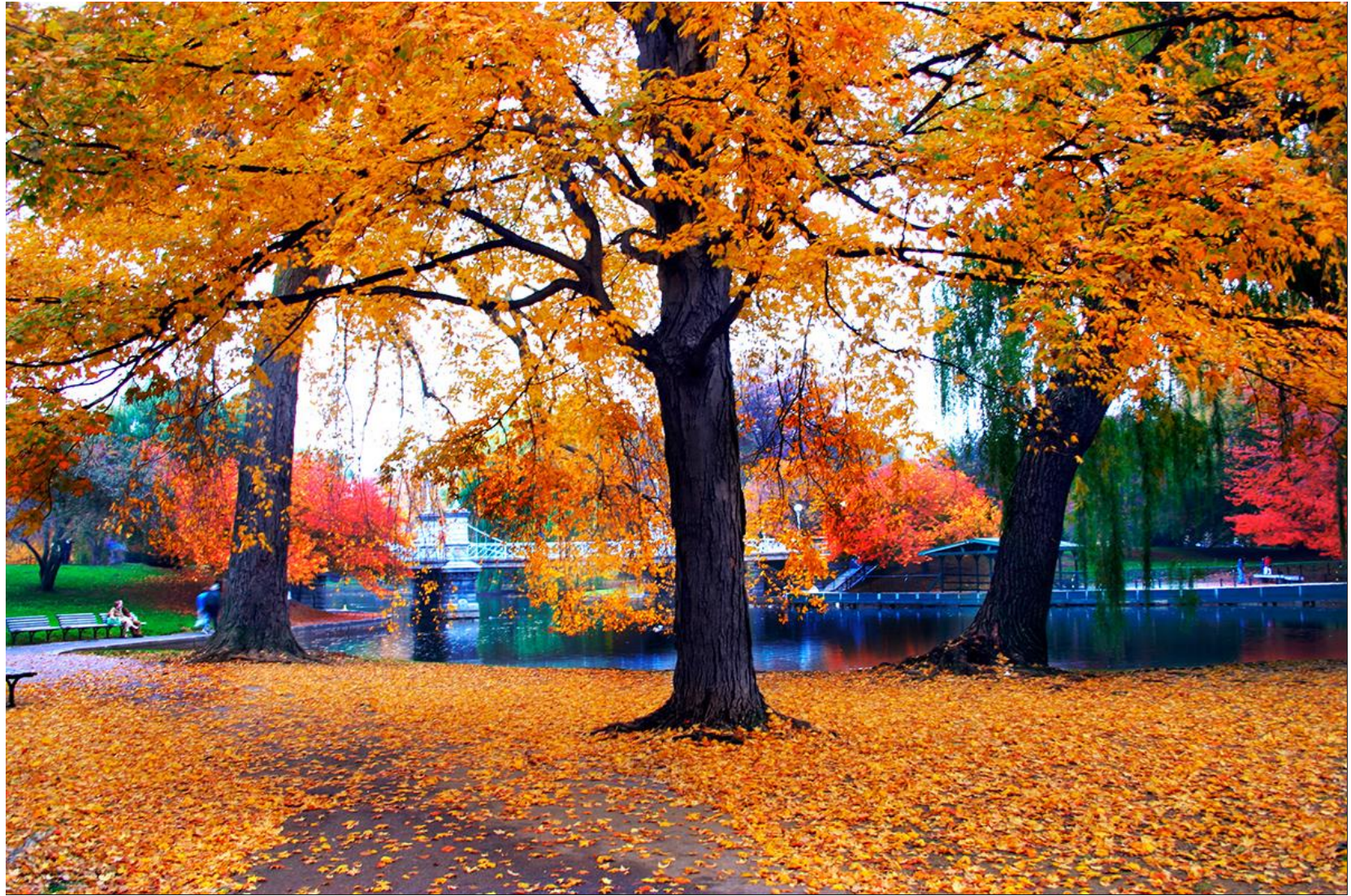


ALADDIN
Picture Books

Cloudy With a Chance of Meatballs

Written by Judi Barrett
and Drawn by Ron Barrett











Weather Sheet

Rain

- Soup
- Juice

Snows

- Mashed potatoes
- Green peas

Wind blows

- Hamburgers

Breakfast

- Rained
 - Juice
- Snowed
 - Eggs and toast
- Sprinkled
 - Jelly and butter

Lunch

- Wind
 - Hot dogs
- Clouds
 - Mustard
- Rained
 - Soda

Dinner

- Snow
 - Lamb chops
 - Peas
 - Mashed potatoes

Storms

- Rained cheese
- Pea Soup Fog

- Pancakes and Syrup storm
- Snowed 15 inches of cream cheese and jelly sandwiches
- Tomato tornado with salt and pepper winds

Wacky Weather

