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EDU 320: Carmen Cain
Synthesis Paper

This Synthesis paper is about reflecting on my assignments from this course and finding ways to apply them into my classroom someday. I will reflect on an assignment from each chapter of the book that we went over throughout the semester. While I am reflecting, I will explain what each theme was, what the assignment was to go with it, and how I will implement it into my classroom.

The Effective Teacher (Chapter 1)

The theme for this chapter was to reflect on a teacher or someone we really liked or wanted to imitate. Quintilian, an ancient Latin teacher said, "... the living voice, as it is called, feeds the mind more nutritiously, and especially the voice of the teacher, whom his pupils, if they are but rightly instructed, both love and reverence. How much more readily we imitate those whom we like." Considering this quote, we were to write a reflection of someone we "liked" and would want to imitate.

This theme will help guide my future classroom by allowing my students to feel comfortable when talking with me or getting help and it will create a safe learning environment where they can all feel comfortable. I plan on implementing this theme on the first day of school by getting to know my students first before we get started with classroom procedures. Then, I will abide by this theme the rest of the year by doing things my past teachers did that made me want to be a teacher (see Appendix A to see my past teachers I want to be like).

Understanding Your Students (Chapter 2)

This theme was all about finding ways to get to know your students. We took a multiple intelligence quiz to find out how we learn best and took time to consider the other ways our

future students will possibly learn. We also did reflection questions from the book about differentiated instruction and how we can do that in our classrooms.

As I mentioned from the previous theme, I would implement this theme by taking the time to get to know the basics of my students the very first day of school (see Appendix B to see how I will get to know my students the first day). Then, I plan on taking the time to continue to get to know them throughout the school year because they will most likely be changing as the year goes on. Again, I want to make my students feel safe in my class and by having everyone get to know each other, especially me getting to know them, I believe this will help the environment of my future classroom.

Classroom Management (Chapters 3 & 4)

This theme had us thinking all about how our classroom would run smoothly, the things we would do for students to get to know each other and to learn the procedures. We created classroom procedures that would maximize a safe environment and explained why it is important to be a part of this type of classroom community.

To implement this theme, I would have my students be a part of the process. I would have my own guidelines but would be open to a class discussion and compromise so it will be more personal for them since it is their classroom too. Since they will be a part of the process, I could have them sign a “class contract” so it is their responsibility to uphold. This would include procedures/transitions, consequences and seating charts (see Appendix C to see possible classroom management).

Goals, Standards, and Objectives (Chapter 5)

In this theme, we learned how to distinguish between goals, standards and objectives and acquainted ourselves with the ND State Standards and Assessments. We reviewed a ND State Assessment document where we answered questions (see Appendix D) to understand how we test our students with these standards.

I would implement this theme into my classroom by setting short term and long term goals for either each unit or each subject we cover. I might even set class goals and individual goals. I could have the objectives for the day and week written up on the board each day by the agenda, so when the students walk in, they will know why we are learning what we are learning. Both will help guide my future classroom by hopefully being motivation and helping students understand why we learn what we do and be more interested in it.

Unit and Lesson Planning (Chapter 6)

In this theme, we learned the difference between an interdisciplinary unit plan and a lesson plan. We already know what a lesson plan is, but we learned how to create a unit plan, which is basically the whole picture (topic of study) with multiple lesson plans put into the same category.

I would implement this into my classroom by getting together with my colleagues to plan each unit of study and make my lessons ahead of time. This would help guide my future classroom by allowing it to run smoother because I would be more prepared and aware of what we had agreed to teach our students. In class, we created an interdisciplinary unit plan with a group of people and that is going to help me implement a unit plan into my classroom in the future because I already have a feel for what it should look like (see Appendix E).

Technology Integration in Instruction (Chapter 7)

This theme helped me understand the value of technology in not only teaching, but in learning. Considering the world of upcoming technology that we live in today, it is important to teach students how to properly and safely use it. In class, we created a lesson plan integrating technology into a lesson that was designed for learning, not for games (see appendix F).

I plan on implementing technology into my classroom by having a daily calendar activity using a smart board where the students get to run it. I will also use it for math purposes so the students can come up and do the problems for the class. I would also like to have computer time or iPad time for them to play education games in their free time and to do research projects on. This would help guide my future classroom into a more modern day class, as technology is increasing more and more.

Questioning Strategies (Chapter 8)

During this theme, we sought out the purpose of strategies and distinguished between convergent and divergent questions. We also learned how to formulate questions and various levels of complexity. Although varying questions on various levels is important, I think the way we ask questions is more important to make them useful or appealing to students (see Appendix G for purposes of questions).

The way I would implement this into my classroom is to make sure I have higher level thinking questions prepared before I start each lesson and making sure they have a purpose to the discussion. By showing examples of how to ask questions, that should transfer to my students and help them think deeper about that. This will help guide my future classroom when having

class discussions in the sense that our discussions can be held to a more intellectual and high order thinking level, appropriate to the grade of course.

Teaching Strategies for Direct Instruction (Chapter 9)

In this theme, I learned that direct instruction is leaned towards the lecture and demonstration portion of teaching. The teacher is basically in control of the learning. As an in-class assignment, we created direct instruction lesson plans with a partner (see Appendix H).

I would like to implement this as little as possible in my classroom. Of course, there will be some direct instruction, such as demonstrating for assignments or tasks, but I would like to keep the “lecture” portion to a minimum, especially for elementary students. This will help guide my future classroom by potentially keeping the attention of my students for longer periods of time and adding more fun and movement to my room.

Teaching Strategies for Indirect Instruction (Chapter 10)

Indirect instruction, I have learned in this theme, is more student-centered and requires more involvement and engagement amongst themselves. I agree that direct and indirect instruction fall together but I would like to gear my classroom more towards indirect.

I would implement this into my classroom by having class discussions, partner talks and group work. I would not have my class consist solely on this strategy but I would like it to be the majority. As I mentioned in the previous theme, I would like to have more movement and involvement in my classroom and this will help guide me with that. I made my first indirect instruction lesson plan in class with a group and will use this as a guide when creating one for my own class (see Appendix I).

Assessing Learners (Chapter 13)

In this theme, we learned how to write an assessment and an assessment blueprint that matched our standards and objectives. It was more difficult than I thought because we had to make sure we had questions at diverse levels of complexity as well as matching the objectives. I made a science test for second graders, forgetting about the test blueprint, so I had a lot of questions on the same complexity level (see Appendix J).

I would implement this assessment theme at the end of each unit to wrap up what we learned as a class. In my future classroom, I would be more conscious about the test questions, making sure they vary on levels and I would add in some picture matching instead of the whole test being words. This would help guide my future classroom because I can assess the students' knowledge at the end of each unit and by keeping the test somewhat consistent, the students will know what to expect.

After learning about each of these themes, I realize they are all helpful tools to use in my future classroom someday. The assignments I did in class will also be helpful tools when I am trying to find ideas. I would like my future classroom to be set up in learning stations where there is different seating at each station. That way, the students will get to choose how they learn best, instead of sitting in a desk and chair facing the front. With all of these tools, I should be able to successfully implement them into my future classroom.

Appendix:

Appendix A:

Reading the statement from Quintilian, it makes me think of a few people both personally and educationally that I would like to imitate. This will sound so cliché, but personally I would like to imitate my mom and dad in almost every aspect now and when I become a wife and parent. Both my parents have such great qualities and that is the reason I want to be like them. My mom is kind, caring and strong headed whereas my dad is patient, kind and understanding, almost like the mediator in our family. I can already tell that I am getting strong headed from my mom and I know how to stick up for myself and for things I believe in and do not believe in. From my dad, I get the patience and understanding which will help when I become a teacher.

I know every kid says this about their parents but I truly believe I was given the best when God put me with them. My parents raised my sister, brother and I to be respectful, hard-working, and independent. They taught us the importance of school and getting good grades because that is what mattered the most to get to college. My mom grounded us if we got a C at any of the quarter grades and both my mom and dad went to parent teacher conferences so they had good relationships with my teachers and were not afraid to ask how we were doing. They also taught us how to be good people in general such as, being a good friend, being on time, being a good student, being a good coworker/employee and even how to be coachable in athletics. I bring up how my parents raised us because I can only hope that when I become a parent, I can raise my kids to be this way too because they have taught me a lot and helped me through tough decisions in my life. I just want to be there for my family, friends and coworkers just like my parents were for theirs.

From high school, someone I admire both educationally and personally was my 10th grade geography teacher and freshman basketball coach, Kim Bierle. The reason I want to imitate her as a teacher or a coach is because not only did she teach about content, she taught us about life in general. In the classroom, at practice or in the hallway, she would always make something a teaching moment and somehow relate it to life which ultimately made you think deeper. Just a little over a year ago, she was diagnosed with cancer, which she battled through it and kicked its butt. Her favorite saying in the classroom and at practice was “Cowgirl up or sit in the truck” and it has stuck with me ever since the first time she said it, so when I found out she was diagnosed, I knew without a doubt she would be just fine. Sure enough, when I saw her over Christmas break, she was still coaching basketball and being the same Bierle that we all know and love. She is the type of person that does not complain about much and just handles challenges with confidence and poise. That is the kind of person I would like to be in the classroom and as a coach.

On just the education side of things, I have had teachers at every level that I have admired and wanted to be like. Having these individuals as my teachers I think is the reason I wanted to become a teacher in the first place. Aside from Ms. Bierle, I could name multiple teachers from my high school who I loved in the classroom but I will just mention one that was very influential. Beata Ferris was my 11th grade chemistry teacher and one of my track coaches. I have hated science since I was in elementary school until I got in her class. She was so good at making science fun and interesting while still teaching content. She is a corky person and gets super excited about science, which made it a little less stressful for me because she wanted her students to succeed and was always willing to help. She had many hours devoted to students who needed extra help before school, after school and even during her open period. I just admire the

kind of teacher she is because I have had plenty of teachers who just focus on teaching content and not really caring if the students understand or not, especially in science and history/social studies. I want to make my classroom about learning but learning in a positive and fun way and Mrs. Ferris just reminds me of how to do that. Again, I could name a teacher from each level that has influenced my life as a student and person but these teachers were the big highlights.

Appendix B:

Survey for beginning of the year:

1. What is your full name?
2. How many people are in your family and what are their names?
3. How do you like to work on assignments? (i.e. in your desk, standing, moving in a chair/on ball, laying down, alone/in groups)
4. What are your strengths and weaknesses in the classroom?
5. What are some hobbies you like to do outside of school?

Appendix C

Conduct

Seating chart

- I would have a master copy of my seating chart and would just direct the students where they will be sitting. Aside from the standard desks, I would like to have different ways they can sit. I would have a few desks in the back so students could stand, the regular desks to sit in and a lower table where they could sit on the floor. I would explain that we will take different days sitting in different spots so they can find the way they learn best.

Leaving/entering classroom

- Leaving/entering the class will be discussed on the first day. Leaving the room, we will be in a single file line, hands to ourselves and be respectful of other classes who are learning by keeping our voices at a 1, which is a little whisper to no talking.
- Entering the class, we will walk to our desks and take out a book until the teacher tells us what to do or follow directions on the board.

Food/drink

- I would probably have a poster for this. I would have a water bottle with a green circle around it and then a red circle with a line through any colored drinks. I would then explain what it means and why we are not allowed to have colored drinks. Mistakes happen and sometimes we spill our drinks, but water is easier to clean than colored drinks are.

Responding- different hand gestures

- For responding to the teacher's questions, the students will raise their hands and wait to be called upon. Another way of getting answers will be for the teacher to say "how do we feel about this?" and the students will hold up a 1-4 indicating how well they know something. Or to see if the students agree, disagree, or are neutral with something, I will have them give me a thumb up, thumb down or thumb sideways.

When a visitor comes

- When a visitor comes, we treat them with respect and are quiet while they are speaking. We will raise our hands and wait to be called on if they ask the class for questions.

Academic Work

Materials for class

- For materials, I would send out a handout that would be needed for inside the desks:
 - o Pencils and personal pencil sharpener.
 - o Colored pencils/crayons/washable markers
 - o 3-4 folders

- Ruler
- Scissors
- Glue

Homework

- Where to put, it will be discussed on the first day. There will be separate bins labeled for each subject that will be in the same place every day.
- Late work will be turned into a separate bin by the teacher's desk that will be labeled "late".
- Missed quizzes/tests: If a student misses a quiz or test, they will need to take it during a recess or other special activity before they join. If they know they will be gone before the test day, they will need to take it before they leave.

What to do for missing school

- Plan: If a student knows they will be gone, let the teacher know in advance so that the teacher can give the homework to complete ahead of time.

How to work in groups

- We are respectful of each other's opinions and take them into consideration. We will agree as a group what the best answer/solution will be.
- We will stay on task and be encouraging.

What to do/not to do with technology

- Carry with two hands.
- Put the computer in the number spot where you got it.
- When you put the computer back, plug it in.
- For smart board: be gentle and use just one finger or the smart board pen.

Appendix D:

NDSA Questions

1. Who selected and reviewed the test items on the NDSA?

The test items were selected and reviewed by highly qualified educators from all the Smarter Balanced member states, including well-respected North Dakota teachers. The test items are weighted, balanced, and scored to off an accurate and meaningful measurement of a student's performance.

2. What are the four achievement levels of the NDSA and which two levels should you strive for each of your students to achieve?

The four achievement levels range from 1-4. Level 4 is advanced and is given when the student has exceeded the achievement standard. Level 3 is proficient, meaning the student has met the achievement standard. Level 2 is partially proficient, meaning the student has nearly met the standard and may need further development. Level 1 is novice, meaning the student has not met the standard and need substantial improvement.

For me, I would strive for all me students to for sure get a 3, proficient, because they will have met the standard. It would be ideal to get a 4, but that is not always the case. If my students are getting 2's I think I would need to reconsider some teaching methods and be getting these students more help. Ultimately, I want to strive for the 3-4 range.

3. What are the four achievement levels for the Smarter Balanced assessment and which two levels should you strive for each of your students to achieve?

The four achievement levels for the Smarter Balanced assessment are the same as the NDSA, they range from 1-4. 4 being advanced and 1 being novice. I would still strive for the same achievement levels for my students. There is also a "claims performance" rating that ranges from below standard, at/near standard, or above standard.

4. List four and describe four items from the Smarter Balanced test that you, as a teacher, could glean from the report.

One item I would take is the achievement levels to use in my classroom. Not only can I use it to assess my students' achievement level, but they can use it to assess themselves on their own understanding.

Seeing what the students scored will help me better in which areas I need to work with them more on or ways I need to adapt my teaching.

Based on the test scores, I can determine what subjects need to be worked on and practiced more often.

Considering this test is geared toward college and career readiness, I can use the information from the test to know what real-world material I need to cover with them.

5. What two components does the Smarter Balanced test include?

The first component that is included in the Smarter Balanced assessment is the Computer Adaptive Test, which is given online and adapts to each student's ability. The second component is the Performance Test, which is a collection of questions and activities connected to a single theme or situation. Students write short essays for ELA and solve multi-step problems on one topic for math.

Appendix E:

Grade: 4

Unit Topic: Olympics

Course/Discipline: Understanding importance of the Olympics

Time Required: 1 week

Main purpose of the Unit Study: The purpose of this unit is to understand the key details of the Olympics. Students will understand sports is a way for the whole world to come together for a few weeks. This will also help students develop a variety of skills.

Standards:

Math:

4.M D.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

Learning objective: TLW apply their knowledge about population, scoring averages/times and currency to the Olympic games.

Learning Activities: Students will be in partners and time each other for a 20-meter sprint and record their times. They will find their actual speed using a formula given. They will compare currencies from different countries and compare the population.

Assessment: Formative-The teacher will supervise while students are recording times and calculating with the formula.

Summative- The students will make a line graph of the whole class' recoded times.

Science:

4-PS3-1. Use evidence to construct an explanation relating to the speed of an object to the energy of that object.

The faster a given object is moving, the more energy it possesses.

Energy can be transferred in various ways and between objects.

Learning Objective: TLW construct an experiment where they are comparing the speed and energy of two objects from different sports.

Learning Activities: Do research on techniques of the sport and statistics of athletes in that sport. Students will be provided with a radar gun for the speed of an object and they will then find the energy.

Assessment: If students are able to accomplish finding the right statistics of the objects on their own.

Art:

4.3.1 Examples of themes and ideas* (e.g., people, work, celebrations, ethnic heritage, memorials, natural wonders, happiness, playfulness, excitement, fear, joy, information literacy*, media literacy*)

4.4.1 Know that visual art has both a history and specific relationship to various cultures.

Learning Objective: TLW demonstrate their knowledge of history, themes, symbols and subjects through their art work.

Learning Activities: Construct, illustrate or sketch a piece of art that represents something from another country.

Assessment: Accurate representation of the subject of art for their country.

P.E:

Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.

S1.E2.4 Runs for a distance using a mature pattern.

Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

S2.E5.4a Applies simple offensive strategies and tactics in chasing and fleeing activities. B) Applies simple defensive strategies and tactics in chasing and fleeing activities.

Learning Objective: The students will learn proper throwing form by using foam (gator skin) balls first and then move to throwing a pool noodle.

Learning Activities: The students will throw pool noodles as a javelin in an attempt to throw them as far as they can.

Assessment: The learner will throw overhand using proper form (stepping with the opposite leg, leading with the opposite arm, and following through).

Appendix F:

Age Level: 5

Subject(s) Area: Science

Materials Needed: Computer, beaker, thermometer, water, hot plate, stop watch

Standards:

Code and description: 5.1.1. Use an appropriate model (e.g., drawing, equation, computer program, diagram, or 3-D device) to convey scientific information

Objectives:

What will the students know or be able to do?: Students will construct an experiment and create a graph to show how long it takes to boil water.

Cognitive Level of Lesson (Bloom's Taxonomy): Creating level

Learning Activities:

Opening Element: <https://www.youtube.com/watch?v=0xcxumccf8Q> Video does not have music, so play music along with the video.

Reflective Questions: At what temperature does water boil? What are some safety procedures for boiling water?

Technology: Computer, excel/word, video recorder

Required Vocabulary:

Beaker: class container for laboratory use

Hot plate: a flat heated surface for lab use

Thermometer: instrument to measure temperature

Instructional Methods:

1. Explain experiment
 - a. Students will boil water on a hot plate in groups (3-4), and record their data of time and temperature on paper and then transfer that to a computerized graph of their choice.
 - b. Students will also video themselves doing the experiment and submit to the teacher.
2. Show students how to create a graph on the computer
 - a. Excel: Have students get their computers and walk through how to create a graph, together, simply using time and temperature. Show how to enter information and move boxes around.
 - i. Show students how to create a bar graph, line, graph, pie graph, etc. to go along with their written data.
 - b. Word: Show students how to create the above listed graphs into a word document to show their data.
3. Groups will take turns going into a different room to record themselves doing the experiment.
 - a. The teacher will show the groups how to use the video recorder and how to set it up and then will observe.
 - b. When they are done recording, they will come back to class and will edit their video during the next computer time.

Guided Practice Strategies: Teacher will go through how to create the graphs on the computer with the class and explain the experiment before they begin.

Independent Concrete Practice/Application: The students will conduct the experiment and create the graph within their group.

Differentiation: Students will work in groups. Using technology (video and computer) to do this activity.

Wrap-Up: Each group will print off their data chart and will compare their information to other groups.

Assessment:

Formative: Teacher will observe the experiment and watch for safety and group work.

Summative: The data charts and videos will be submitted and used as the assessment.

Appendix G:

Purpose of Questions

Standard: 3.1.1 Use labels, symbols, compass rose (i.e., intermediate directions), and legends to locate physical features on a map.

1. Getting Interest and Attention
 - a. Have you ever been out of the state or country?
2. Diagnose and Check
 - a. What are the 4 directions we use when traveling or looking at a map?
3. Recall Facts and Information
 - a. What is a compass rose? How do we use a map legend?
4. Managing
 - a. Did everyone write that down so we remember later?
5. Encourage Higher-level Thought Process
 - a. What is the purpose of using a map? (Along with the labels, symbols and legends on that map?)
6. Structure and Redirect Learning
 - a. Now that we have covered labels, symbols, compass rose and the map legend, can you find where _____ is on a map?
7. Allow Expression of Affect
 - a. What questions do you still have?

Appendix H:

Age Level: 4th

Subject(s) Area: Language Arts

Materials Needed: anchor chart, markers, books

Standards:

4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Objectives:

The learner will compare the main ideas of two short stories from the high-interest intervention reading folder.

Cognitive Level of Lesson (Bloom's Taxonomy): Understanding

Learning Activities:

Opening Element:

Show a short story video that introduces what main idea is.

Reflective Questions: What happened in the video? Why did the mom act that way?
What was the main idea of the video?

Technology: Video: <https://www.youtube.com/watch?v=Vpk7Eje9ZIQ>

Instructional Methods:

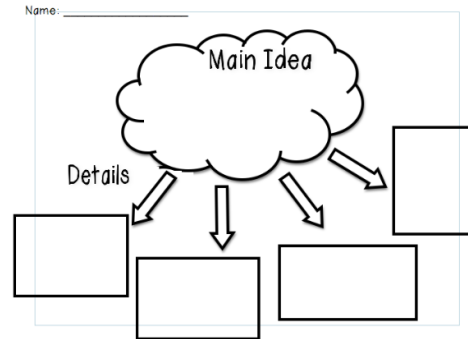
1. Students will write down their ideas about the video and what they think the main idea is
2. Students will take notes about what main idea during the lecture
 - a. Main idea is the purpose of the story
 - b. Identifying important details from the beginning, middle and end of the story
 - c. Know where the story takes place (setting)
 - d. Find the problem in the story and identify the solution
 - e. What are the characters doing

Guided Practice Strategies: Levels of scaffolding, various elements broken into parts, etc.

1. The class will come up with an anchor chart to help them find the main idea of a story or topic
 - a. All the note that students took will be put on the anchor chart but in their own words

Independent Concrete Practice/Application: practice of skills in practical ways

1. Note taking during the instructional methods
2. Student will read a story
3. After students will use their notes and the classes anchor chart to help them determine the main idea of the story they read
4. Use a graphic organizer to write down their thoughts on the story

**Differentiation:**

1. working in groups
2. students who need more time to understand the information will work with the teacher individually or as a group.

Wrap-Up:

1. Bring class back together and talk about how they found the main ideas of the story.

Assessment:

Formative: The class discussion on how students found the main idea and their posting of it on the white board.

Summative: turning in the graphic organizer

Appendix I:

Age Level: 5th

Subject(s) Area: Mathematics

Materials Needed:

Standards:

5.5.3 Explain how human activity (e.g., settlement patterns, migration) affects the physical environment (e.g., soil uses, economy, pollution, use of energy sources)

5.1.4 Construct and interpret time lines of key events in United States history

Objectives:

The learner will develop a timeline or power point for the dust bowl era and write descriptions of each point on their time line.

Cognitive Level of Lesson (Bloom's Taxonomy): Creating

Learning Activities:

Opening Element:

Create a kahoot that details important events during the dust bowl era

Reflective Questions:

1. How long did the dust bowl era last?
2. When did the "black blizzard occur?
3. When did Franklin Roosevelt enter office as president?
4. The Emergency Farm Mortgage Act was passed May 12th of what year?
5. During what year was the drought the worst?
6. During 1935 "Black Sunday" happen. What day did it occur on?
7. Soil Conservation Service's were established in what year?

Technology: kahoot on individual computer/ipad

Required Vocabulary:

Dust bowl

Black Blizzard

Black sudnay

FMA

SCS

Instructional Methods:

1. Kahoot quiz as review

2. Instruct students of the time line project
 - a. Every student receives a black piece of paper for rough draft
 - b. Minimum of 8 bullets max of 10
 - c. Short description (1-2 sentences) for each bullet
 - d. Once rough draft is finished, each student will get a piece of construction paper to make their finished project more neat.

Guided Practice Strategies: Levels of scaffolding, various elements broken into parts, etc.

1. Show example time line of the Revolutionary War
 - a. Every year on the time line student will come up a description as a class

Independent Concrete Practice/Application: practice of skills in practical ways

1. Using the computer researching any unknown facts of the dust bowl era
2. Creating time line
3. Writing descriptions

Differentiation:

Option of creating a power point or making a poster to present to the class

Wrap-Up:

1. When students are finished, put posters in a safe place and transition to read to self
2. Once every student is done review and ask for any questions

Assessment:

Formative: Class discussion

Summative: time line or power point

Appendix J:

Test Questions

True/False:

Put a T if the statement is true and put an F if the statement is false.

- ___ 1. Cumulus clouds are white and look like puffy clouds.
- ___ 2. A huge grey blanket cloud that comes with rain is a cirrus cloud.
- ___ 3. Thin wispy clouds, called cirrus clouds, are found at low-level heights.
- ___ 4. There are two types of nimbus clouds that indicate the type of precipitation.
- ___ 5. Cumulus clouds and cirrus clouds are storm clouds.

Matching:

Match the correct letter (term) with the correct definition. Write the letter in the blank.

- | | |
|--|--|
| ___ 1. Stratus cloud | a. Clouds that indicate some type of precipitation. |
| ___ 2. Cumulus cloud | b. White puffy clouds that look like floating cotton. |
| ___ 3. Cirrus cloud | c. "Wispy" clouds that are composed of water crystals. |
| ___ 4. Nimbus cloud
blanket clouds. | d. Clouds that often come with rain or snow. Grey
blanket clouds. |
| ___ 5. Masses | e. Tiny drops of water that fall from clouds |
| ___ 6. Clouds | f. Big groups of objects, such as clouds. |
| ___ 7. Droplets | g. These are formed when water vapor condenses |

Multiple Choice:

Choose the correct answer and write the letter on the line.

- ___ 1. What kind of weather would you find with cumulonimbus clouds?
 - a. Sunny
 - b. Stormy
- ___ 2. What type of clouds are thin and usually show a weather change?
 - a. Cirrus
 - b. Cumulus
 - c. Stratus

___3. What type of clouds are usually found low in the sky?

- a. Cirrus
- b. Stratus
- c. Cumulus

___4. You can use clouds to...

- a. Get directions
- b. Predict the weather
- c. Tell time

___5. What are clouds made of?

- a. Smoke
- b. Pollution
- c. Water droplets

Fill in the blank:

1. Rain, snow, sleet and hail falling from clouds is called _____.
2. A _____ is a large group of tiny water droplets that we can see in the air.
3. _____ is stratus type of cloud that appears very close to the ground.
4. Clouds reflect the _____ light, which causes them to appear white.
5. All air contains some water vapor and _____ air can hold more water vapor than _____ air.

Essay:

Describe a time when you saw one of the four types of clouds we discussed; stratus clouds, cirrus clouds, nimbus clouds, cumulus clouds. What time of day was it? How was the weather? What season was it? How did you feel? What did you see? Use complete sentences.