

# LESSON 3

## How does temperature relate to cloud formation?

Adaptations for:

**STEP 5:** Make a model of how sunlight warms the atmosphere (pg. 12)

### EXPLANATION:

The box provided on the student sheet was too small for the amount of drawing or writing needed to address all of the prompts. The “Your model should explain” prompts within the curriculum needed additional reference support to be accessible.

### ADAPTATION FOR STEP 5:

**UDL Principle:** [Multiple Means of Engagement](#)

- Create large printables of symbols, labels, and pictures that students can place on a larger version of the student sheet to create their model of how sunlight warms the atmosphere. Examples of printables include: the Sun, arrows with straight and wavy lines, color blocks for the key, and specific terms like: warmer temperatures, cooler temperatures, Sun heats land, and altitude increases.

### ADAPTED MATERIALS:

[Lesson 3, Step 5: Printables](#)

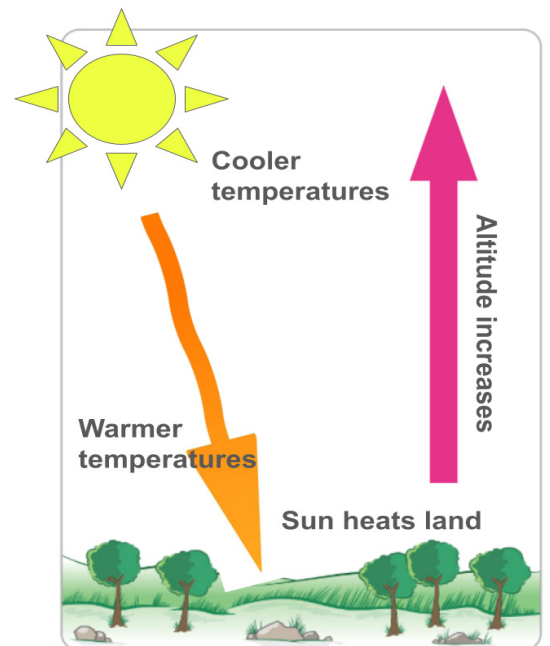
- Slide 1: Print student sheet on 11" x 17" paper (or larger)
- Slide 2: Cut out symbols, labels, etc. Laminate for future use.
- Slide 3: Use the altitude-versus-temperature chart as a visual aid to prompt proper placement of arrows and labels within the model.

### IMPLEMENTATION NOTES:

As a class, talk about types of symbols you could use, such as arrows, colors, and vocabulary terms. This is a great reference for the whole class to highlight which components they should include in their models. Other students were able to look at the larger models, which led to collaboration, compare and contrast discussion, and revision.

### MY STUDENTS' UNIQUE NEEDS:

My focal students have autism spectrum disorders and vision challenges. They need accommodations such as word and picture banks, larger-font resources, and lots of visuals.



Use the enlarged version of the Step 5 student sheet and provide arrows, labels, and cutouts to have students create a model for how sunlight warms the atmosphere.

