



Precipitation

Standard Connection:

- ELA.RL.PK4.4
- ELA.SL.PK4.2
- M.MD.PK4.2
- S.ES.PK4.2a
- SS.HE.PK4.2
- PD.FM.PK4.4
- PD.SHS.PK4.1

Enduring Understanding(s):

- Weather can inspire artistic expression and provide opportunities for recreation.

Essential Question(s):

- How do living things gather information that will be useful to them and others?

Materials	Vocabulary	Books
<p>For Rain Clouds:</p> <ul style="list-style-type: none"> • waxed paper or plastic containers (butter tubs, yogurt cups, etc.) Punch holes in the bottom. • cotton balls • aluminum foil • bubble wrap • tissue paper • tape (double-sided or masking) • plastic bin • images of clouds (see Resource) <p>For Snow:</p> <ul style="list-style-type: none"> • shaving cream • goop (cornstarch + water) • blue tablecloth 	<p>precipitation: rain, sleet, snow, or hail</p> <p>cloud: a large collection of very tiny droplets of water</p> <p>rain: a type of precipitation in liquid form</p> <p>snow: a type of precipitation in the form of a white flake</p> <p>weather: the condition outside, such as rain, sunny, cloudy, etc.</p>	

Intro to Centers	
Preparation: Set up materials	
<p>“In <i>The Snowy Day</i>, Peter looked out the window and saw snow falling from clouds. In <i>Rabbits and Raindrops</i>, rain fell from clouds. What do you notice?”</p>	<p>Show illustrations. Children respond.</p>
<p>“Here are other images of clouds. What do you notice?”</p>	<p>Show images. Children respond.</p>
<p>“Rain and snow are different forms of precipitation - water that falls from clouds.”</p>	<p>Show images.</p>
<p>“Today in the Creative Arts, you can make clouds with these materials. What do you notice?”</p>	<p>Show materials. Children respond.</p>
<p>“After you create your clouds, take them to Science and experiment with precipitation.”</p>	<p>Model.</p>
<p>“How can you record the results of your experiments?”</p>	<p>Children respond.</p>

During Centers:

Encourage children to use precipitation vocabulary from *Rabbits and Raindrops* (“splatter”) and *The Snowy Day* (“plop”). Support children in experimenting with how variables affect precipitation (using a container with many holes, pouring water quickly, etc.). Encourage children to record the results of their experiments. Compare and contrast different clouds and the kinds of precipitation they produce.

Guiding Questions During Centers:

- How are these cloud images (from Resources) similar to or different from your cloud(s) or the clouds in *The Snowy Day* or *Rabbits and Raindrops*?
- How is the rabbits' fur in *Rabbits and Raindrops* similar to Peter's snowsuit in *The Snowy Day*?
- How is rain similar to or different from snow?
- How is the precipitation in _____ similar to or different from the precipitation in _____? (*A Letter to Amy/The Snowy Day/Rabbits and Raindrops/One Dark Night/Thunder Cake*, etc.)

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Collect samples of the children's work as well as photographs and/or video of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

- Compare and contrast fictional precipitation (*Cloudy with a Chance of Meatballs*, etc.) and real precipitation (*One Dark Night/Thunder Cake*, etc.).
- Compare and contrast extremes of precipitation (the drought in *Bringing the Rain to Kapiti Plain* and the flood in *It's Mine*).
- Encourage children to create a class book similar to *It Looked Like Spilt Milk*. Go outside and look at clouds, and encourage children to describe the shapes that they see. Take photographs of clouds and/or have children draw the clouds, and then have children write about what they think the clouds look like.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide picture cards with precipitation vocabulary to help students remember them.