



Clouds

Standard Connection:

- ELA.RI.PK4.1
- ELA.SL.PK4.6
- M.CC.PK4.1
- M.CC.PK4.2
- S.ES.PK4.2
- SS.OW.PK4.2
- PD.FM.PK4.4
- VA.RE8.1.PK
- VA.CN10.1.PK

Enduring Understanding(s):

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

Essential Question(s):

- How do you develop the skills, strategies, and capacity to respond appropriately to varied situations?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>The Snowy Day</i> • <i>Rabbits and Raindrops</i> • Beautiful Stuff • glue • puff paint (shaving cream + white glue) • paper • images of clouds (see Resource) • tempera paint • sponges 	<p>cloud: a mass of tiny water droplets floating in the sky that we can see from the ground.</p> <p>precipitation: when rain, snow, or ice falls from clouds</p> <p>weather: sunshine, rain, snow, wind, and storms</p>	

Intro to Centers	
Preparation: Set up materials	
“In <i>The Snowy Day</i> , snow fell from the clouds that filled the sky. What do you notice?”	Show illustrations. Children respond.
“In <i>Rabbits and Raindrops</i> , rain fell from the clouds . What do you notice?”	Show illustrations. Children respond.
“Here are images of clouds . How are these clouds similar to or different from the clouds in <i>The Snowy Day</i> or <i>Rabbits and Raindrops</i> ?”	Show illustrations. Children respond.
“ Clouds can be white, gray, or black. Sometimes clouds are filled with rain, snow, or ice. When rain, snow, or ice fall from clouds, it is called precipitation .”	Show images.
“Today in Creative Arts, you can create clouds using these materials. What do you notice?”	Show materials. Children respond.

During Centers:

- Encourage children to experiment with a variety of materials to create their clouds. Compare and contrast children's clouds to cloud illustrations in *The Snowy Day* and/or in *Rabbits and Raindrops*.
- Encourage children to include illustrations of people and/or animals taking shelter from different kinds of precipitation or wearing clothing to protect themselves from different kinds of precipitation.
- Encourage children to count the number of clouds they create and to compare/contrast with their friends' clouds: Who made more clouds? Who made fewer? How do you know?

Guiding Questions During Centers:

- What kind of precipitation does your cloud produce?
- How are your clouds similar to or different from real clouds?
- How are your clouds similar to or different from the clouds in *The Snowy Day* or *Rabbits and Raindrops*?
- What was your inspiration for your cloud?

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:

Encourage children to use their clouds as backdrops for Blocks or Dramatic Play. Encourage children to observe clouds through the classroom window or outside at recess and record their observations with writing and drawing.

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 a variety of materials for children to use to create their illustrations. Manipulatives may also be helpful when they compare/contrast the number of clouds they have with their friends.