

WEEK 5 Lesson 2

Science and Engineering:
Observing the Sky: Watching Clouds

S & E Big Ideas	Clouds are made of water, air and particles. Wind moves clouds across the sky. There are different types of clouds depending on the condition of the weather.
S & E Guiding Question	What do the clouds tell us about the weather condition?
Content Objectives	I can describe and compare the properties of clouds. (Practice 5) I can make a claim about the type of cloud I am observing and support it with evidence about its properties and the weather condition of that day. (Practice 7)
Language Objective	I can ask and answer questions about the different types of clouds. (SL.1.2.a)
Vocabulary	cloud: a group of very small water drops in the sky. Cirrus, cumulus, and stratus are kinds of clouds. cirrus: high, thin, stretched-out clouds composed of ice cumulus: big, fluffy, cotton-ball-looking clouds at low to middle heights in the atmosphere overcast: when the sky is gray and cloudy, but it is not raining or snowing stratus: huge, expansive layers of gray clouds that hang low and fill the sky
Materials and Preparation	<ul style="list-style-type: none"> ● Week 5, journal prompts, prompt 2 (What do the clouds tell us about the weather condition?), cut apart, 1 for each child To lessen the number of materials to bring outside, pre-glue the prompts prior to the lesson. ● glue sticks ● colored pencils ● What Are Clouds, by Ellen Lawrence, epic! text, pages 4-11

	Prepare to take children outdoors with their journals, strips, glue, and pencils. Select an area best for observing the sky.
Opening 2 minutes	<p><i>Yesterday, we made cloud models. Today, we will observe clouds. We will use the clouds to look for evidence of the weather condition. Before we go out, let's review your cloud models from yesterday and read two What are Clouds to guide our observation.</i></p> <p>Review learning from the previous day and read <i>What are Clouds</i>.</p>
Investigation 18 minutes	<p>Take the children outside and bring the journals, strips, glue, and pencils. If possible, have the children sit in a circle.</p> <p>Explain to the children that they will be making observations today with only their eyes. They should pay close attention to the clouds they see and the weather they observe (e.g., is the sky dark or light, is it windy or calm, warm or cool, etc).</p> <p><i>What do you notice about the shape of the clouds? Are the clouds moving? What is making them move? What do you think the clouds are made of? What kind(s) of clouds do you see? How can you tell they are ____? Can we see only one type of cloud in the sky? What do these clouds tell us about the weather condition?</i></p> <p>Children record their observations in their science journals.</p>
Discussion 6 minutes	Bring the children inside. Facilitate a brief conversation to review journals.
Closing 4 minutes	<p>Think, Pair, Share.</p> <p><i>What type of cloud(s) did we observe today? What do the clouds we saw tell us about the weather conditions? Do you think the clouds we observed today will be the same as the ones you observe tomorrow or the next day?</i></p>
Standards	K-ESS2-1: Use and share observations of local weather conditions to describe patterns over time.
Ongoing assessment	Do children understand how clouds are associated with weather conditions? How do they explain their thinking?

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