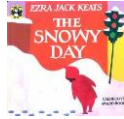
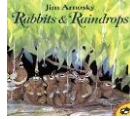




# Precipitation


**Standards:**

S.ES.PS.2, 3, 7  
 ELA.IT.D.PS.1 -3  
 ELA.IT.S.PS.1  
 ELA.IT.I.PS.1-2  
 ELA.IT.LTC.PS.1


**Materials:**

- *Rabbits And Raindrop*
- Clear plastic cups
- Shaving cream
- Eye droppers
- Cup with water and blue food coloring /liquid watercolor
- images of clouds resource
- <https://www.youtube.com/watch?v=x4GePPTUAjl>

**Vocabulary:**

- precipitation
- cloud
- rain
- weather

**Preparation:** Set up materials.

**Intro to Centers:**

" In Rabbits and Raindrops, it begins to rain when the rabbit family is nibbling clover out on the lawn.

"Here are other images of clouds. What do you notice?"

"**Rain** and **snow** are different forms of **precipitation**-- water that falls from **clouds**."

"Today in Discovery, you can make **clouds** with these materials. What do you notice?"

How can you record the results of your experiments?"

*Show illustrations. Children respond.*

*Children respond.*

*Show materials.  
 Children respond.  
 Model.*

*Children respond.*

### **During Centers:**

Encourage children to use precipitation vocabulary from *Rabbits And Raindrops*, i.e., splatter, and *The Snowy Day*, i.e. plop. Encourage children to record the results of their experiments.

### **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*, etc.)

**Thinking & 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 process; use the documentation to launch a discussion during Thinking and Feedback.

### **Provocation:**

Compare and contrast fictional precipitation, i.e. *Cloudy with a Chance of Meatballs*, and real precipitation depicted in *One Dark Night*, etc.

Compare and contrast extremes of precipitation, i.e., 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, 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.

