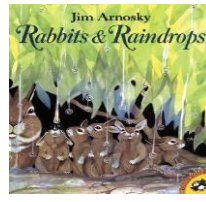
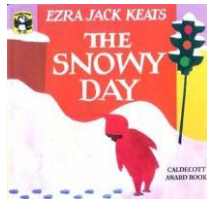




# Clouds


**Standards:**

CA.VA.PS.1, 3-5  
 ELA.RL.KID.PS.1 -2  
 ELA.RL.IKI.PS.1  
 S.ES.PS.1  
 PHD.FM.PS.1,3, 5-6

**Materials:**

- *The Snowy Day*
- *Rabbits and Raindrops*
- Beautiful Stuff
- glue
- puff paint (shaving cream + white glue)
- paper
- images of clouds (see Resources)
- tempera paint
- sponges

**Vocabulary:**

- precipitation: rain, snow, or ice
- weather
- cloud

**Preparation:** Set up materials.

**Intro to Centers:**

"In *The Snowy Day*, snow fell from the **clouds** that filled the sky. What do you notice?"

"In *Rabbits and Raindrops*, rain fell from the **clouds**. What do you notice?"

"Here are images of **clouds**. How are these **clouds** similar to or different from the clouds in *The Snowy Day* or *Rabbits and Raindrops*?"

"**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**."

"Today in the Art Studio, you can create **clouds** using these materials. What do you notice?"

*Show illustrations. Children respond.*

*Show illustrations. Children respond.*

*Show images.*

*Children respond.*

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

Read *It Looked Like Spilt Milk* and encourage children to think about different shapes they can visualize either in the clouds they create or in clouds that they observe in the sky outside.

