

Science in a Bag – Student Page

Fun on Cloud 9

Grade Level

3rd Grade Atmosphere

Standards

*Grade Level Expectations:**0307.8.3*Identify cloud types associated with particular atmospheric conditions.

*Checks for Understanding 0307.8.2*Identify major cloud types and associate them with particular weather conditions.

*State Performance Indicators 0307.8.2*Match major cloud types with specific atmospheric conditions.

Task Objective

Students will be able to make the connection between cloud types and weather conditions.

Materials Needed

A bag with the work items

A large collection of cotton balls

Types of Clouds worksheet

Pen/Pencil and Paper (Student provided)

Procedures

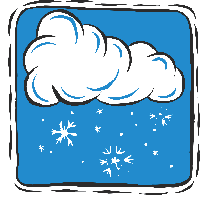
1. Take out the Types of Clouds worksheet and one ball each.
2. Unfold the Types of Clouds worksheet and place it between the groups of students. Each student should decide which one of the four types of clouds they will work on.
3. Once your type has been decided, make your cotton ball into your Type of Cloud. You may pull, twist, roll, etc your cotton ball however you like to make your cloud. You may also start with a fresh cotton ball if you feel the need to start over.
4. Present your cloud to your group and place it on the Type of Clouds worksheet.
5. Answer the questions on a separate sheet of paper.
6. On the paper you wrote down your answers, write down a single thing you learned about clouds at the bottom. Once done, present your collective answer sheets to your teacher for them to check off.
7. Clean up the materials.
8. Place your cotton ball cloud and your checked off answer sheet into your Science journal.

Assessment

1. What are the four types of clouds
2. Which cloud(s) tend to have calm or nice weather?
3. What is the difference between a Cumulus cloud that is small and a Cumulus cloud that is large?
4. Which cloud(s) can be rainy?
5. Are Nimbus clouds foggy and low? If not, tell which cloud is.

Clean-up

1. Fold back up the Types of Clouds worksheet and place it back into the bag.
2. Take the cotton ball and your checked off answer sheet, and place them into your Science Journal.



Science in a Bag – Teacher Page

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Common Misconceptions

Clouds are made of water vapor.

Clouds being made of fog, snow, cold, heat.

A cloud and a fog are two different things.

Real World Connection

This activity will allow students to make the connection between the density, shape and height of a cloud and its weather conditions.

Connections Across the Curriculum

Arts education

The children will be engaging in making clouds using their hands. The children are given the freedom of how to make their so long as they reach their designated cloud shape, opening up the methods to which a child may produce the result.

*Checks for Understanding, 1.4 Explore and implement various ways of sequentially developing art from a concept to a teacher-selected outcome*

Reading

The activity allows for the improvement of the student’s vocabulary through the names of the clouds and their proper pronunciation.

*3.1.01 Develop oral language.*

*a. Show evidence of expanding oral language through vocabulary growth.*

English

The students will be required to answer a series of questions, and write down a single thing that they learned from the activity.

***GLE 0301.1.1*** *Demonstrate knowledge of Standard English usage, mechanics, and spelling.*

***GLE 0301.1.3*** *Demonstrate knowledge of Standard English sentence structure.*

References

<http://www.pitara.com/discover/eureka/online.asp?story=88> (Pictures)

<http://www.iacad.org/istj/38/1/clouds.pdf> (Misconceptions)

<http://eo.ucar.edu/webweather/cloud3.html> (Cloud information)

<http://www.2busybrunettes.com/ive-got-a-weather-eyedea/> (Worksheet design)

Dr. Leslie Suters (Cotton ball Cloud idea)

My elder sister, Gabrielle Byrge (Worksheet help, Connections help)