

Grade: 3rd

Topic: Clouds and Weather

Title: *Observing and Classifying Clouds*

Objective: Students will observe, classify, and record types of clouds.

Standard:

3.2.7 Ask “How do you know?” in appropriate situations and attempt reasonable answers when others ask the same question.

3.3.6 Describe ways human beings protect themselves from adverse conditions.

Materials:

Scott Foresman Student Science Book, p.190-191.

Student science notebook

Indiana Academic Standards; *Curriculum Framework*, p.67-70

Copy of p. 69 from *Curriculum Framework* book for each child. (Teacher may choose to have students draw this chart in their science notebooks instead.)

Activities:

Introduction: Day One

1. Take students outside with their science notebooks and give them 5 minutes to draw the clouds they see in the sky.
2. See pre assessment.
3. In a class discussion, ask students how many of them listened to the forecast that morning. From this question, teacher should discuss that forecaster’s predictions are not always correct.
4. Due to the fact that a forecast is not always right, ask students how they know when to wear a jacket or bring an umbrella to school, etc.
5. Explain to students what a meteorologist is. Tell students that they are going to be “mini-meteorologists”, and collect weather information to try to predict the weather on their own.
6. Explain to students that there are many ways to predict weather, but they are going to be focusing on clouds.
7. Teacher defines the following types of clouds; cumulus, cirrus, nimbus, and stratus. (See Curriculum Framework p.67. Do not tell what type of weather each cloud signifies). As teacher is describing different types of clouds, students are writing a description as well as drawing a picture of each type of cloud in their science notebook. It is recommended that the teacher show actual pictures of clouds. (There are pictures on p. 190-191 in SF) Make sure

students know that although they are studying four types of clouds, many combinations of these cloud types may exist.

8. See post assessment.

Pre Assessment: In their science notebooks, students will answer the question, “What do you know about clouds?”

Post Assessment: Students will be taken outside and be asked to draw the clouds that they see outside again below “The Line of Learning”. This time they will be asked to label the clouds with what type of cloud they think it is. They will also be asked record the present weather condition.

References:

Scott Foresman Indiana Science Teacher’s Edition_Grade 3 (2006).
Scott Foresman: Glenview, IL. Vol 1.
Indiana’s Science Curriculum Framework Grade 3 (2002). Indiana