

# Clouds

**Objective:** Students will investigate different kinds of sky conditions through the study of clouds.

## Lesson plan

This lesson plan is specifically designed for ELL students that are new to the U.S. or have been here for about one or less than two years and still need extra support (picture, songs, movement etc.) to show understanding of science content. At this stage in their language development, they are learning basic vocabulary. Parts of this lesson can also be beneficial for regular education students.

Make a copy of all of the pages for each ELL student in **color** including the song. Give all of the students a copy of the cloud song and teach it to all of them.

## Day 1

**Essential Question:** What are the different types of clouds and what do their characteristics tell us?

Have the ELL students cut out each numbered section of the Clouds Notes and glue them on 5 inch by 8 inch index cards. These become their study guide. This is something that they can do independently while you are introducing the content material to the rest of the class. You can also make this into a center and use with the regular education students.

When the regular education students are working independently, go over the cards with the ELL students and explain what everything means.

**Teach the song to the whole class.**

## Clouds Notes

### 1. Cirrus



**Cirrus** clouds look like feathers and are high in the sky. These clouds mean good weather.

### 2. Stratus



**Stratus** clouds are low and damp. Fog is a stratus cloud. It is humid.

### 3. Cumulus



**Cumulus** clouds are fluffy and look like cotton candy. These clouds mean good weather.

### 4. Nimbus



**Nimbus** clouds are dark. It means that a storm is coming.

## Clouds

(Sung to the tune of Mary Had a Little Lamb)

(Chorus)

There are several kinds of clouds, (Students make a circle with their hands to look like clouds)

Kinds of clouds

Kinds of clouds

There are several kinds of clouds,

And this is what we call them.



(Students put their fingers together and pull making a cloud that look like a cirrus cloud)

**Cirrus** clouds look like feathers

Look like feathers

Look like feathers

**Cirrus** clouds look like feathers

They're high in the sky

And mean good weather.

Chorus



(Students squat to the ground and spread their hands over an area like a low cloud)

**Stratus** clouds are low and damp

Low and damp

Low and damp

**Stratus** clouds are low and damp

They are a fog

And they are humid.

Chorus



(Students cup their hands as if to shape the fluffy outline of the Cumulus clouds)

**Cumulus** clouds look light and fluffy

Light and fluffy

Light and fluffy

**Cumulus** clouds look light and fluffy

They look like cotton candy.

And mean good weather.



Chorus



(Students make a motion like they are coloring something dark and look up at the sky)

**Nimbus** clouds are very dark

Very dark

Very dark

**Nimbus** clouds are very dark

Look out a storm is coming.

Chorus

## Day 2

**Essential Question:** What are the different types of clouds and what do their characteristics tell us?

When the regular education students are working independently, review the cards made yesterday with the ELL students and talk about the characteristics of each type of cloud and the weather they bring. I reinforce this by playing a game where I say the name of the cloud and they find it on their note cards and we talk about it together. Another variation of this activity is to have each student pair up with a partner. I call out the name of the cloud, and using one set of cards for each pair, see who can pick up the correct card first. They then keep the card if they can tell me some identifying characteristics of the cloud. Challenge each student to get the most cards.

**Class sings song about clouds**

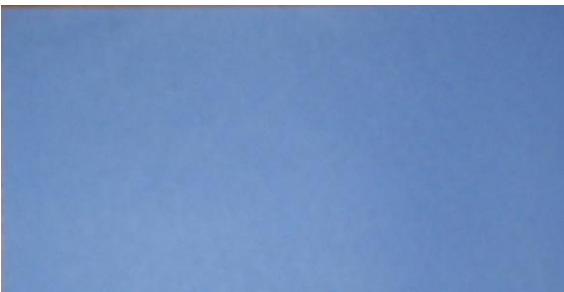
## Day 3

**Essential Question:** What are the different types of clouds and what do their characteristics tell us?

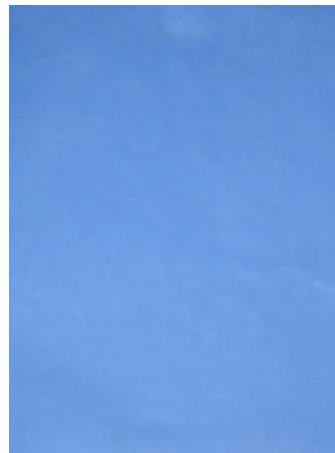
Create a book cover with a blue 12in by 18in sheet of construction paper. Using cotton balls, decorate the cover with each of the 4 types of cloud. Write the name above the cloud. Make a model for them to help them see what you want.

Make copies of the story pages for each student based on their level. I have included two types of stories. Number 1 is for the students who have just come to the country. Number 2 is for students who have some grasp of the English Language.

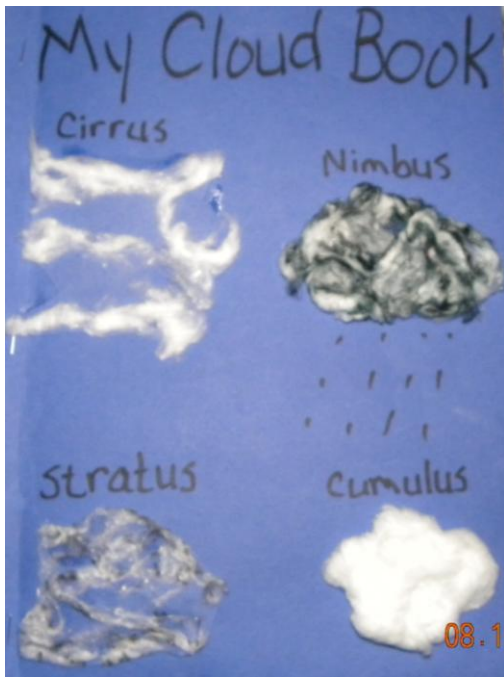
**Class sings song about clouds**



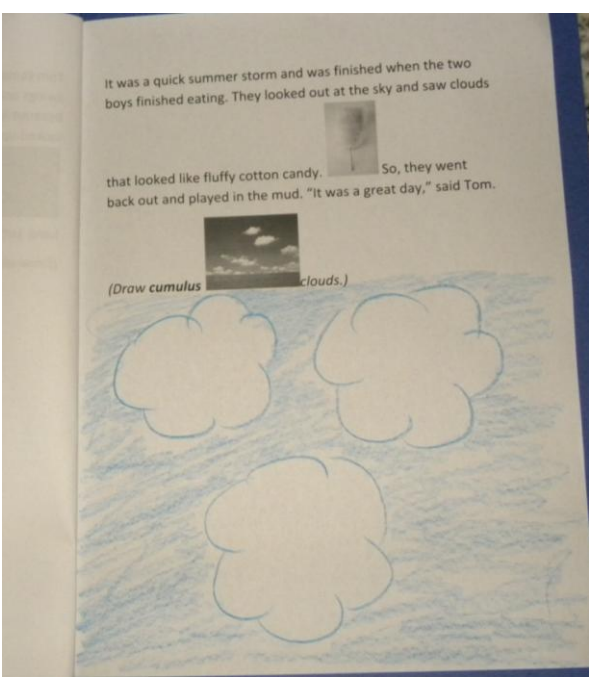
blue 12in by 18in construction paper



fold it in half to make the book covers



Using cotton balls shape and color the clouds on the Cover. With marker, title the book and identify the 4 types of clouds.



For each page of the book, have the student draw a picture of the clouds being described. You may have to read the story as they draw.

## Level 1

Jim was happy. He was going to the park with his friend Tom.

He looked at the sky. There was a lot of dark fog. It is going to be a humid day.



(Draw *stratus* clouds in the sky.)

## Level 1

He put on his clothes and ate. He looked at the sky. The clouds were high in the sky and looked like feathers. “I see **cirrus**



clouds!” He said. It was going to be a nice day.

*(Draw a **cirrus** clouds in the sky.)*

## Level 1

Tom came and they went to the park. They played. Tom got out their lunch. They looked up at the sky. There were dark clouds. They ran fast and ate inside.



(Draw *nimbus* clouds and a storm.)



## Level 1

The storm stopped. They looked out at the sky and saw clouds that



looked like fluffy cotton candy. So, they went back out and played in the mud. “It was a great day,” said Tom.



(Draw *cumulus* clouds.)

## Level 2

Jim was very excited. Today he was going to the park with his good friend Tom.

He looked out the window and saw a lot of fog. It is going to be a humid day. I should bring my rain coat in case it rains.



(Draw *stratus* clouds in the sky.)

## Level 2

He got dressed and ate breakfast. While he was waiting for Tom, he looked out the window again. The clouds had changed shape. They now looked like feathers and were high in the sky.



“Yea! I see **cirrus** clouds!” He shouted. The sky was very blue, so he knew it was going to be a nice day.

*(Draw a **cirrus** cloud in the sky.)*

## Level 2

Tom came and they went to the park. They played on the swings and the monkey bars. Tom got out the picnic basket because it was time to eat. Tom and Jim looked up at the sky. There were **nimbus** clouds.



“Hurry!” Jim said. “It’s going to storm really hard. Let’s eat inside while it is raining.”

*(Draw **nimbus** clouds and a storm.)*

## Level 2

It was a quick summer storm and was finished when the two boys finished eating. They looked out at the sky and saw clouds that looked like fluffy



cotton candy. So, they went back out and played in the mud. “It was a great day,” said Tom.



(Draw *cumulus* clouds.)

## Day 4

**Essential Question:** What are the different types of clouds and what do their characteristics tell us?

### **Class sings song about clouds**

Have them fill out the study guide. They can use their cards, do it as a group, or try to answer the questions without their notes and then check their work using their index cards. They then use this study guide to study for the test.

I have included two types of study guides. Number 1 is for the students who have just come to the country. Number 2 is for students who have some grasp of the English Language.

## Study Guide Clouds (1)

Write the correct name next to each cloud picture.

### Word bank:

Nimbus

Stratus

Cumulus

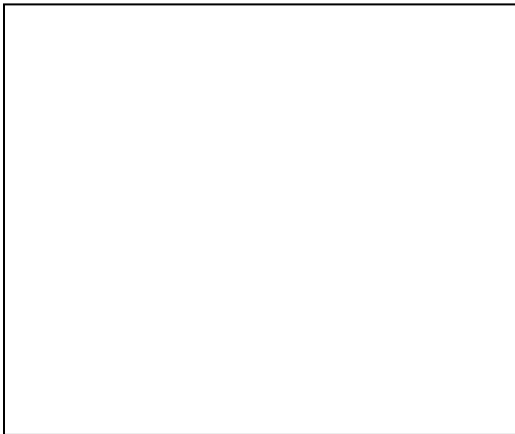
Cirrus



Study Guide Clouds (2)

Draw the correct type of cloud in the box.

Nimbus



Stratus



Cumulus



Cirrus





## Test day

**Essential Question:** What are the different types of clouds and what do their characteristics tell us?

I have included two types of tests. Number 1 is for the students who have just come to the country. Number 2 is for students who have some grasp of the English Language.

Give them the test without using their cards. If they score really low on the test, you can have them correct the test using their cards and then score it again and take an average for the test score if you want.

## Test Clouds (1)

Write the correct name next to each cloud picture.

### Word bank:

Nimbus

Stratus

Cumulus

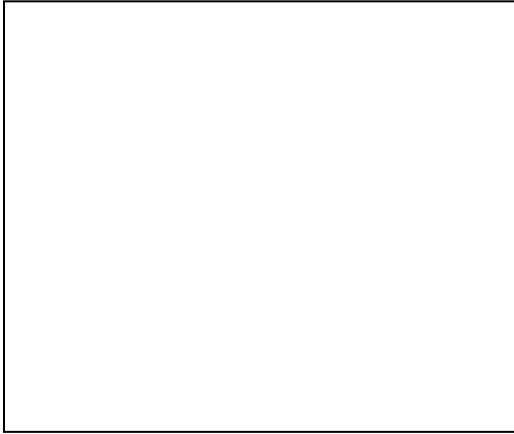
Cirrus



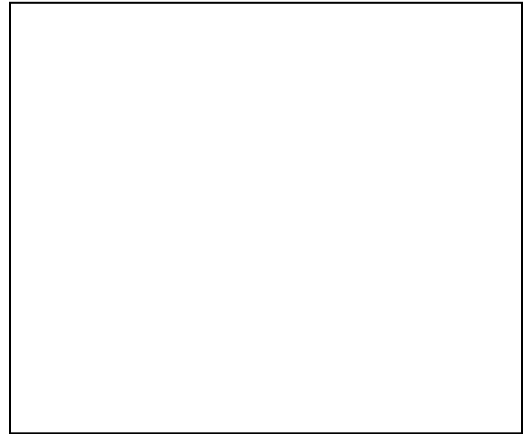
## Test Clouds (2)

Draw the correct type of cloud in the box.

Cumulus



Nimbus



Cirrus



Stratus



## Study Guide Clouds (1) (Key)

Write the correct name next to each cloud picture.

### Word bank:

Nimbus

Stratus

Cumulus

Cirrus

Cumulus



Cirrus



Nimbus



Stratus



## Study Guide Clouds (2) (Key)

Draw the correct type of cloud in the box.

Nimbus



Stratus



Cumulus



Cirrus



## Test Clouds (1) (Key)

Write the correct name next to each cloud picture.

### Word bank:

Nimbus

Stratus

Cumulus

Cirrus

Stratus



Nimbus



Cirrus



Cumulus



## Test Clouds (2) (Key)

Draw the correct type of cloud in the box.

Cumulus



Nimbus



Cirrus



Stratus

