

Cloulette



RIF THINK-TAC-TOE ACTIVITIES FOR EDUCATORS

THINK-TAC-TOE ACTIVITY OPTIONS

- ◆ Individual students can choose an activity to complete.
- ◆ Student pairs or cooperative groups can work together on a choice of their own.
- ◆ Educator can assign an activity for an individual, pairs, or groups.

<p>WHAT'S IN A NAME?</p> <p>Luke Howard is credited with giving clouds the names we are familiar with today. Use the internet to find out more about Mr. Howard and how he came to name the clouds. Answer this question: Why do you think it took until 1802 for clouds to be officially identified?</p> <p><i>Technology, Science, Writing</i></p>	<p>WHAT'S THE WEATHER?</p> <p>Divide your paper into 10 sections. Look outside—how cloudy is it? Color in as many sections of your paper as needed to show how cloudy the sky is. What <i>fraction</i> of the sky is cloudy? Compare your results with a friend.</p> <p><i>Math, Science</i></p>	<p>WATER CYCLE</p> <p>Cloulette wanted to be a part of the water cycle so that she could be important and do big things. Create a diagram of the water cycle. Explain the importance of clouds within this cycle.</p> <p><i>Science, Art, Writing</i></p>
<p>IS YOUR HEAD IN THE CLOUDS?</p> <p>Identify the idiom used in <i>Cloulette</i>. What other idioms are you familiar with? Go to the link www.readwritethink.org/files/resources/interactives/idioms/ to practice identifying idioms and explaining the meaning of each. Which idiom are you most familiar with? In what context do you hear it used most often?</p> <p><i>Language Arts, Writing</i></p>		<p>GUESS WHO</p> <p>Go to Tom Lichtenheld's website tomlichtenheld.com/childrens_books/cloulette.html.</p> <p>Watch the trailer for <i>Cloulette</i>. Create an advertisement for a friend that highlights his or her character traits, special skills, and interests. Be prepared to present to the class for a game of Guess Who.</p> <p><i>Language Arts, Writing</i></p>
<p>I WANDERED LONELY AS A CLOUD...</p> <p>Go online and pick a poem about clouds. Answer the following: How is the cloud described? What type of cloud is the poet talking about? Why? What is the weather in the poem? To what is the cloud compared? Does the poem tell a story? Paint a picture? Express a mood? Why do you think the poet picked clouds as the poem's subject?</p> <p><i>Language Arts, Science</i></p>	<p>ON THAT DAY...</p> <p>Think back to a time when the weather made you feel a certain way. Were you happy because it was sunny? Mad because it rained on your parade? Describe a time when you had specific feelings about the weather. Draw a picture to illustrate the weather and your feelings.</p> <p><i>Science, Writing, Language Arts</i></p>	<p>CLOUD COMPARISONS</p> <p>Use a ruler to measure the length and width of Cloulette and the average cloud in the story. Based on those measurements, how might you estimate the area of each cloud? How might you find out the perimeter of each cloud? Explain your procedure.</p> <p><i>Math, Science</i></p>