GP619 Cloud Climbers (Pk/36)
Name Date
Up In The Clouds
What are four things that you might see in the sky?
Use each of the words you wrote above in a sentence. Remember to use descriptive words.
1
2
3
4
T

Draw a picture to go along with one or more of your sentences.



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Reorder Number

GP619

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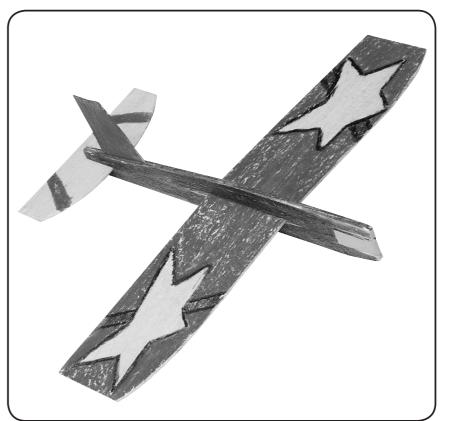




Project Ideas • Cross Curricular Links • Activity Sheets

Cloud Climbers (Pk/36)

PLEASE READ ALL INSTRUCTIONS BEFORE STARTING



YOUR KIT CONTAINS:

- Balsa Gliders
- Crayons
- Assembly Instructions/ Teachers Guide
- Glue

YOU WILL NEED:

Pencil

AGE GROUP: 8 and up PROJECT TIME: 45 minutes

INSTRUCTIONS:

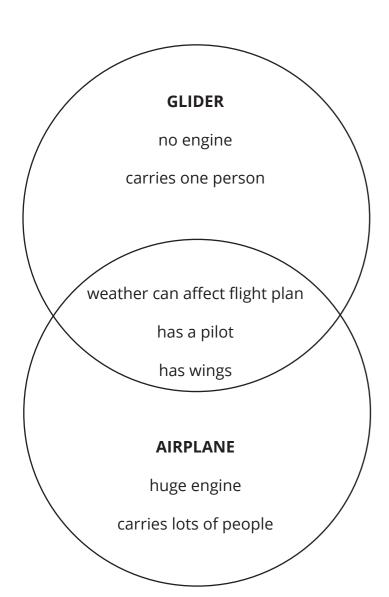
- 1. Remove all pieces from package. Color plane pieces prior to assembly, with crayons provided.
- 2. Slide large wing in middle slot on the side of plane base.
- 3. Break the tail and rudder at score
- 4. Place tail into slot at the end of the plane base.
- 5. Place the rudder in the slot at the top of the plane base.
- 6. Glue wings and rudder in place with a small amount of glue.
- 7. Let dry and your plane is ready for flight!

SOCIAL STUDIES

OBJECTIVE: Compare and contrast two types of air transportation.

SUGGESTED TIME FRAME: 30 minutes **ADDITIONAL MATERIAL:** large paper

PROCEDURE: With the students, develop a list of different types of air transportation. Choose two of these types to compare and contrast. On a large blank piece of paper or on the blackboard, draw two large circles that overlap with the name of a type of air transportation above each circle. Have students give information that is a characteristic of one or both of the types of transportation. If the characteristic is for one type of transportation, then the characteristic is written in one circle. If the characteristic represents both types of transportation, it is written where the circles overlap. Discuss the information written in the circles.



WRITTEN LANGUAGE

OBJECTIVE: Write about cloud observations for one week.

SUGGESTED TIME FRAME: 20 minutes **ADDITIONAL MATERIAL:** paper

PROCEDURE: Prior to the lesson, staple six pages of paper together. Each student needs a packet. Discuss clouds with the students. Talk about the different types of clouds and how clouds sometimes look like animals or objects. Give each student one paper packet and ask them to write the title: A WEEK OF CLOUDS on the front. On each page, have students write the days of the week in the upper left-hand corner. Each day, have the class observe the sky. The students can write about what they see. If there are clouds, encourage students to draw an animal or object that the cloud might resemble to them. Draw a picture on each page.

MATH/WRITTEN LANGUAGE

OBJECTIVE: Create a chart of what your students do during certain weather.

SUGGESTED TIME FRAME: 30 minutes **ADDITIONAL MATERIAL:** chart paper

PROCEDURE: Discuss the different types of weather with your students. Make a list on the board. Choose three types of weather for the class to discuss in more detail. Make a chart with the title: WEATHER ACTIVITIES and three columns with the labels: RAINY, SNOWY AND SUNNY (or other labels depending on students' choices). Brainstorm a list of activities that students do depending on the weather. Write the ideas under the appropriate column on the chart. When the chart is completed, have students pick one column and write a paragraph about what they do and why they do these activities during a specific type of weather.

WRITTEN LANGUAGE

OBJECTIVE: Write a riddle about air transportation. **SUGGESTED TIME FRAME:** 30 minutes **ADDITIONAL MATERIAL:** writing paper **PROCEDURE:** Brainstorm different types of air transportation with your students. Write the ideas on the board. Explain to the students that they will be writing riddles about a specific type of air transportation. The riddle should give descriptive information so the reader can figure out the answer. Have students write their riddles. When finished, they can exchange their riddles with other students and try to solve them.

Example: I have a huge propeller on my roof. I can move fast or I can hover over one area. Sometimes I am used to transport people to a hospital in an emergency. What am I?

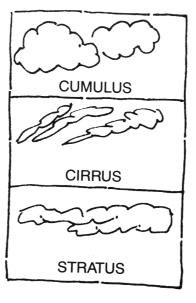
SOCIAL STUDIES/ARTS

OBJECTIVE: Create cloud pictures
SUGGESTED TIME FRAME: 25 minutes

ADDITIONAL MATERIALS: cotton balls, light blue

paper, glue

PROCEDURE: Discuss the three different types of clouds (cumulus, cirrus and stratus) with the class. Cumulus are fluffy white clouds that mean there is good weather. Cirrus clouds are high wispy clouds and stratus clouds are a low thin layer of gray clouds. Give each student a piece of paper and fold it so there are three equal boxes. Have students glue cotton balls in each box so they represent the three types of clouds. Have students label each box.



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ARTS/SCIENCE

OBJECTIVE: Research and illustrate the constellations. **SUGGESTED TIME FRAME:** 40 minutes

ADDITIONAL MATERIALS: yellow crayons, blue watercolor paint, white paper, reference materials about stars

PROCEDURE: Discuss the stars and some of the constellations with students. Depending on the season and the location of your state, find some constellations that might be seen at night. Find pictures in reference materials of these constellations. Have each student pick one constellation to illustrate. On a piece of paper, have students draw the stars of their constellation with pencil then fill in each star completely with yellow crayon. After the stars are colored, use blue watercolor paint to paint over the entire paper. Label the constellation after the paper is dry.

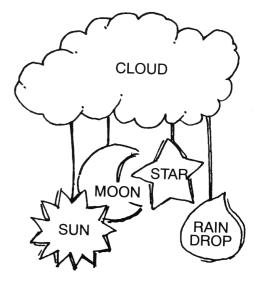
ARTS

OBJECTIVE: Create a mobile depicting sky words and pictures.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: templates (large cloud, sun, raindrops, rainbow, snowflakes, star, moon), hole punch, string, crayons

PROCEDURE: Brainstorm a list of words with your students that describe objects that can be seen in the sky. Write the list on the board. Have every student trace and cut out one large cloud to be the main part of the mobile. Have each student pick four other shapes to trace, cut out and color. When all the shapes have been colored, students can write the word in marker on each shape. With the hole punch, punch four holes in the bottom of the cloud and one in each shape. Hang each shape with string from the cloud. Hang the mobiles from the classroom ceiling.



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