

# Cloulette

## A RIF GUIDE FOR COMMUNITY COORDINATORS

**Themes:** Weather, Water Cycle, Determination, Perseverance

**Book Brief:** Cloulette is a small cloud who wants to do big things. When a big storm blows her into an unknown place, she finds that even though she is little, she can make a difference. Her

actions give her the confidence she needs to continue finding ways to make great things happen.

**Author and Illustrator:** Tom Lichtenheld



## TIME TO READ!

**Before reading:** Find out what children already know about clouds. Can they name any cloud types? What do they think is the purpose of clouds? As you read, see if any of their ideas appear in the story of Cloulette.

## RELATED ACTIVITIES

### AN A-MAZE-ING CLOUD RACE (AGES 5-12)

Materials: masking tape, blocks, cotton balls, straw

Create a frame outline using masking tape on the floor or table. Within the frame, use blocks to form a maze. Determine a start point. Place a cotton ball cloud at the starting point and have children use straws to blow their cotton balls through the maze.

### CLOUDS IN A JAR (AGES 5-12)

Materials: large clear cup, small clear cup, water, food coloring, eye droppers, shaving cream

Use a few drops of food coloring to make colored water in a small cup. Fill large cup about 3/4 full with water. Use shaving cream to create a cumulus cloud on top of the water. Fill a dropper with colored water and drop onto the cloud. Continue dropping colored

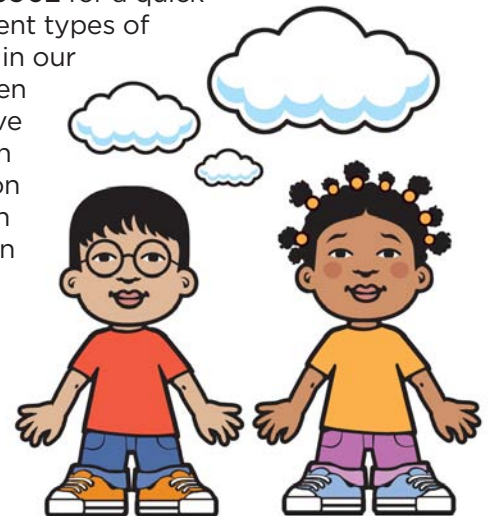


water into the cloud. Observe what happens as the cloud fills with the colored water.

### CLOUD CONNECTIONS (AGES 5-12)

Visit [www.teachertube.com/viewVideo.php?video\\_id=39902](http://www.teachertube.com/viewVideo.php?video_id=39902) for a quick

look at the different types of clouds that form in our skies. Take children outside to observe the cloud cover in the area. Based on the information in the video clip, can children identify any of the cloud types? What type of weather might be coming?



## ADDITIONAL RESOURCES

### OTHER BOOKS ABOUT CLOUDS

*Clouds*, Anne Rockwell (2008)

*Little Cloud*, Eric Carle (1996)

*Little Cloud and Lady Wind*, Toni Morrison (2010)



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**Author and Illustrator:**

Tom Lichtenheld

**Content Connections:** Science

## TIME TO READ!



### BEFORE WE READ, LET'S LOOK AT...

**The Cover:** What can you already infer about Cloulette by looking at the cover?

**The Pictures:** Take a brief picture walk. What challenges do you think Cloulette faces in this story?

**Prior Knowledge:** Discuss what students already know about clouds. Do they know the main cloud

types? What clouds are made of? If not, list the things they want to know about clouds and address these during the extension activities. Write the word *personification* on the board; ask students to define it and write down the definition.

**Vocabulary:** average, cold front, cozy, cumulus, prodigious

**Purpose for Reading:** "As we read, think about how the author personifies clouds to show cloud types and the real process of the water cycle."

## WHILE WE READ

### MONITORING COMPREHENSION

- ◆ Why do you think Cloulette turned down the offer to join the big clouds?
- ◆ How long do you think Cloulette had been feeling this way?
- ◆ Why were the surroundings unknown to Cloulette?

- ◆ Could Cloulette have stayed in the same place forever? Why or why not?
- ◆ What part of this story could be true?



## LET'S THINK ABOUT

**Our Purpose:** "What did the author teach you about the water cycle and cloud types through the adventures of Cloulette?"

**Extending Our Thinking:** Ask these open-ended questions: What might happen next for Cloulette? What connections were you able to make with Cloulette and her place among the clouds? What nursery rhyme was represented in the story? Why do you think the author added this reference? Who can explain how the author used the literary device personification in the story?

### NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.
- ◆ Vocabulary Scaffolding Sheet also available.



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## A RIF GUIDE FOR PARENTS AND FAMILIES

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## TIME TO READ!

**Before reading, make predictions:** What do you think makes Cloulette special? What do you think the purpose of this story will be?

**After reading, ask questions:**

- ◆ How would you have felt if you had been Cloulette and been blown away from your friends?
- ◆ How would you describe Cloulette?

**While reading, make connections:** Does Cloulette remind you of anyone? How does this fictional story of a cloud remind you of events that are not fictional?



## RELATED ACTIVITIES

### CLOUD CLAY

Materials: 8 cups of flour, 1 cup baby oil

Combine materials and mix with hands until the mixture feels like cornmeal. What types of clouds can be made from the cloud clay?

### CLOUD COLLECTION

Visit author Tom Lichtenheld's website at [www.tomlichtenheld.com/childrens\\_books/cloulette.html](http://www.tomlichtenheld.com/childrens_books/cloulette.html). A short video shows how to collect a cloud like Cloulette by catching and filtering rain water. See how Cloulette was used to create the illustrations in the book. Grab some watercolors and see what kinds of pictures can be made using the "cloud" you collected.

### GAUGE IT!

Materials: popsicle stick, ruler, waterproof marker, clean empty soup can, glue

Lay popsicle stick next to ruler. Mark every inch, half inch, quarter inch, and eighth inch on the stick. Stand the popsicle stick inside the can and glue it onto the side of the can. Find a place outside to set the can where it won't tip over. After it rains, read the popsicle stick ruler to see how much rain fell. Empty the can and wait for the next rainfall. To extend this activity keep a record of each rainfall for a month. See if your totals match the local precipitation totals in your area.

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## A RIF VOCABULARY SCAFFOLD



**average:** usual; regular; the same as most other things like it



**cozy:** a nice place, often small



**burst:** to break open, to pop open



**babble:** the quiet sound of water moving over rocks



**crowded:** filled with too many people or things



**distance:** the space between two people, places, or things



**eager:** really wanting to do something



**puddle:** small bit of water



**feeling blue:** feeling sad or unhappy



**sneak:** to move quietly so people won't see or hear you



# Cloulette

## RIF EXTENSION ACTIVITIES FOR EDUCATORS

STEAM-THEMED: SCIENCE, TECHNOLOGY, ENGINEERING, ART, MATH



### SCIENCE

#### A CLOUDY DEMO

Materials (per child): cotton ball, small clear cup, water

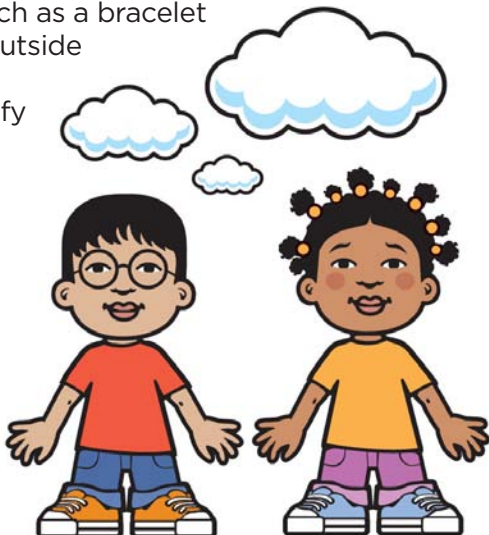
Fill each cup with an inch of water. Ask students to hold their “cloud” (cotton ball) and describe how it feels. Next, have students gently place clouds on top of the water. Explain that clouds are actually made up of tiny water droplets. When evaporated water travels upward and hits cold air, it turns into the water droplets that make up the cloud. Ask students to pick up clouds. Have them describe how the cloud feels. Is it light or heavy? Warm or cold? What happens as the cloud becomes more saturated? Why is water falling from the cotton ball cloud? How is that similar to what happens with real clouds? Explain.



### TECHNOLOGY

#### ID BRACELETS

Visit [www.urbanext.illinois.edu/kalani/16.cfm](http://www.urbanext.illinois.edu/kalani/16.cfm) for a description of 3 main cloud types and other cloud-related topics. Provide students with strip of paper divided into 3 sections. Have students draw one cloud type per section and label. Attach as a bracelet before going outside for recess. Can students identify any clouds in the sky using their ID bracelets?



### ENGINEERING

#### CUMULUS CONSTRUCTIONS

Materials: cotton balls, white glue, Q-tips, bowl

Allow students to construct their own cumulus clouds. Have each student draw out a design plan for their cumulus cloud. Place glue in a bowl. Have students use the Q-tip to place a small amount of glue on a cotton ball. Attach another cotton ball to begin structure. Continue until design has been achieved. When finished, discuss challenges faced during construction.

### ART

#### 3-D CLOUD CREATIONS

Materials: glue, shaving cream, blue paper

Mix 1/2 cup glue with 2 cups of shaving cream. Encourage students to create a 3 dimensional cloud shape. Have students create a scene at the bottom of the blue paper. Above the scene, have them make their 3 dimensional cloud from the mixture. As their cloud is drying, have students personify their cloud and write a narrative about its travels.



### MATH

#### CLOUD COUNTERS

Use cotton balls as a math manipulative! Have students practice counting, basic addition or subtraction, even fractions, using the light and fluffy miniature “clouds” as counters.



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## 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><b>WHAT'S IN A NAME?</b></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><b>WHAT'S THE WEATHER?</b></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><b>WATER CYCLE</b></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><b>IS YOUR HEAD IN THE CLOUDS?</b></p> <p>Identify the idiom used in <i>Cloulette</i>. What other idioms are you familiar with? Go to the link <a href="http://www.readwritethink.org/files/resources/interactives/idioms/">www.readwritethink.org/files/resources/interactives/idioms/</a> 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><b>GUESS WHO</b></p> <p>Go to Tom Lichtenheld's website <a href="http://tomlichtenheld.com/childrens_books/cloulette.html">tomlichtenheld.com/childrens_books/cloulette.html</a>.</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><b>I WANDERED LONELY AS A CLOUD...</b></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><b>ON THAT DAY...</b></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><b>CLOUD COMPARISONS</b></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>