

## Cotton Clouds

The finished product for this activity provides a nice visual of location of clouds. The process reinforces math skills (ruler and measuring) and addresses those students with tactile needs.

### **Supplies**

- cotton balls
- glue
- 12" x 18" blue construction paper
- fine tipped marker
- ruler
- pencil

### **Directions**

1. Pass out the supplies. Each student will need 20 – 30 cotton balls, depending on how large their cumulonimbus is made.
2. Turn the paper vertical. Draw a line 2 cm from the bottom. This is sea level. Students may draw trees, buildings, etc.
3. Along the left side, make small marks every cm. Every centimeter equals 500 meters. Mark every 1000 meters and draw a line with the pencil.
4. Using information about the height of clouds, note where each cloud will be located.
5. Have the students create their clouds using the cotton balls. The cotton balls should be shredded or fluffed, depending on the shape of the cloud. (Ex. Cirrus clouds are wispy, so the cotton balls are shredded apart.) Glue the “clouds” on the appropriate level.
6. Label each cloud with its name with the marker.
7. Draw precipitation from the –nimbus clouds.

### **Extension Questions**

1. How does the altitude of a cloud determine how its formed? (Cumulus/puffy vs Cirrus/wispy)
2. Would there be more dust and other condensation nuclei closer or further away from the Earth’s surface? Explain.
3. Explain why a cumulonimbus cloud would provide more rainfall than a stratus cloud.

### **Georgia Performance Standards**

S4E3. Students will differentiate between the states of water and how they relate to the water cycle and weather.

- c. Investigate how clouds are formed.