

Teacher Sheet

Cloud Cover Weather Symbols

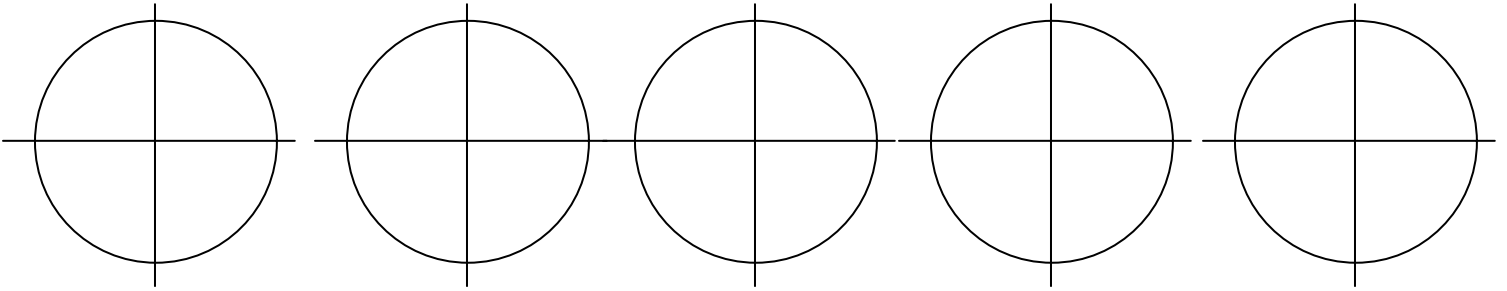
Lesson Title: *Measuring Cloud Coverage*

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The following instruction is a suggestion for teaching the five cloud cover weather symbols. Use a method that works best for your class dynamics.

Draw five circles on the board.

In each of the circles, draw two lines to divide them into quarters.

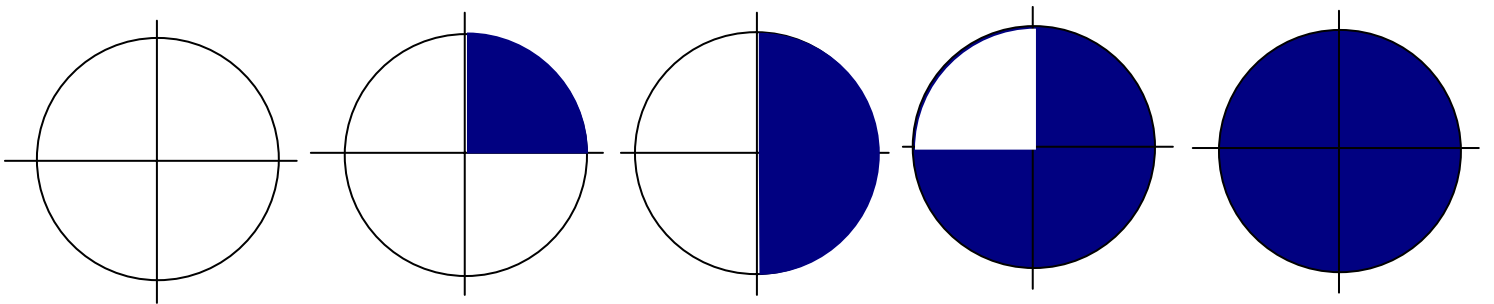


Students should follow along on their own student sheets. Point to the first circle and ask:

- If we leave this circle empty, what kind of sky do you think it signifies? (Students may remember that it is a clear sky, or they may say that there are no clouds in the sky. If they do not understand this right away, they will after the other circles are discussed.)
- Have students label the first circle on their student sheet CLEAR

Have students work in small groups or as a whole class to color and label the other four symbols appropriately. The following descriptions may be helpful in this process.

- SCATTERED CLOUDS - covered one quarter of the way with clouds
- PARTLY CLOUDY - half with clouds
- MOSTLY CLOUDY - mostly with clouds
- OVERCAST - all the way covered with clouds



CLEAR

SCATTERED
CLOUDS

PARTLY
CLOUDY

MOSTLY
CLOUDY

OVERCAST

(Note: The movie they watched used five ways to describe cloud cover, but the next activity they do will use only four classifications. When students get to the next activity, you will want to be sure to explain to them that the Pie in the Sky activity uses a slightly different way of classifying clouds in the sky.)

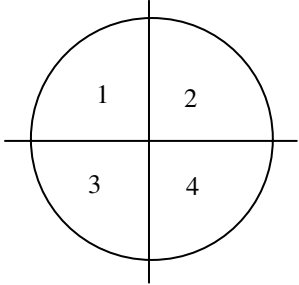
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Now ask students how many sections are in each circle. Ask one student to come to the board and number the sections in the empty (CLEAR) circle.



Ask students if they know how to write the “scattered clouds” circle as a fraction. Since students should have a basic knowledge of fractions, you should be able to breeze through this section. The student at the board can write the fractions below the circles as his or her classmates tell what the fraction is, writing in $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{4}{4}$.

If students are uncertain, they may need a refresher (or if they are just learning fractions, they may be hesitant). Demonstrate that to make a fraction, count the sections and this number (4) is the bottom number. The amount of sections colored in is the top number.