

CLOUETTE

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by Tom Lichtenheld

Ages: 5-8; Grades: PreK-2

Themes: Feelings, Growth and Change, Seasons and Nature

Running Time: 12 minutes

NEW! COMMON CORE CONNECTIONS:

CCSS.ELA-Literacy.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-Literacy.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SUMMARY

Clouette usually enjoys being a (very) small cloud. She can fit through tight spaces, find tricky hiding spots, and she had lots of little friends. But she has never been able to do something BIG – like help a garden grow or make a waterfall fall – and she wants to. One day Clouette is blown far from her neighborhood. In the midst of meeting new friends and getting used to her new surroundings, she hears a plea for help, and discovers how a small cloud can make a big difference.

OBJECTIVES

- Students will discuss self-confidence and being unique.
- Students will create an “Only Me” box, showcasing their unique qualities.
- Students will compare and contrast *Clouette* with a non-fiction book about the water cycle.

BEFORE VIEWING ACTIVITIES

Brainstorm with students things about themselves that are unique.

Guiding questions:

- Do you enjoy any sports or activities that many of your friends don't?
- Do you have any special talents? What are they?
- Does your family come from a different place? Where?
- Do you collect anything?
- Are you taller/shorter, bigger/smaller than other kids you know? How does that make you feel? What do you like about being taller/shorter, bigger/smaller? What don't you like?
- What other special qualities or facts about yourself can you think of?

Have students share their responses to these questions orally. Encourage them to remember their answers and think about other things that make them unique. Tell students that they are going to see a movie about a small cloud who loses confidence because she is so little. Encourage students to watch and listen for what makes her change the way she thinks about herself.

Lead a discussion about why rain is important. Guiding questions:

- What things need rain?
- How does rain help the environment?
- What would it look like in a place where it never rained?
- What would it look like in a place where it rained all the time?

Show students slides or photographs of a desert environment and a rainforest environment. Ask them to identify which environment gets lots of rain and which environment gets very little rain. How do they know?

Teach students the Water Cycle Song: “Precipitaaaaa-tion, Evaporaaaaa-tion, Condensaaaa-tion! The water cycle goes around and round, the water cycle goes up and down.” (Repeat as many times as desired). Body movements: Start with hands above your head. For “precipitation,” circle them down to your right, wiggling your fingers to show rain or snow. Swoop your arms in front of your body and bring them back up on the left side, still wiggling your fingers, as you sing “evaporation.” When your hands get above your head again, wave your hands back and forth as you sing “condensation.” Twirl around in a circle when you sing, “the water cycle goes around and round.” Swing your arms in an arc when you sing, “the water cycle goes up and down.” Repeat as many times as desired, challenging the students to sing and dance at different speeds.

AFTER VIEWING ACTIVITIES

Common Core Connection Activities:

- Discuss with students how Clouette's feelings changed from the beginning, to the middle, to the end of the movie. Guiding questions:
- How did Clouette feel in the beginning of the movie? What in the movie made you think that? *Students should cite specific examples from the movie.*
 - What did Clouette like about being small?
 - Why did Clouette wish sometimes that she was bigger?
 - How did Clouette feel in the middle of the movie? What in the movie made you think that? *Students should cite specific examples from the movie.*
 - What things did Clouette try to do to be useful? Was she successful? Why or why not?
 - What happened at the end of the movie that caused Clouette to change?
 - How did Clouette feel differently at the end of the movie than in the beginning? What in the movie made you think that? *Students should cite specific examples from the movie.*
 - What do you think the author's message was? What in the movie makes you think that? *Students should cite specific examples from the movie.*

Have students make an “Only Me” box. Ask each of them to collect photographs, artifacts, testimony from parents/siblings/friends, and any other memorabilia that commemorates what is unique and special about them. Each student should bring in a shoebox or other medium-small box in which to display his or her artifacts. Provide students with glue, scissors, and any other materials necessary to attach their artifacts inside and outside the box. After students have designed and constructed their boxes, guide them in writing a short description of what it contains and why those items are important. If students are not writing yet, have them present their boxes orally to the class.

Explore nonfiction texts about rain and the water cycle. Suggested titles are: *Rainy Weather Days* by Pam Rosenberg and *A Drop of Water* by Walter Wick. Have students read *Rainy Weather Days* to themselves. Encourage them to keep a list of facts that they learned as they read. Read *A Drop of Water* aloud to the students. As you are reading, stop periodically to ask students what they learned about water so far. Scribe their answers on a chart. After students have read both nonfiction texts, use a Venn diagram to compare and contrast what they learned from each book.

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