

Exploring Science

Written by Paige Hudson

Exploring Science

I wrote this program with the goal of giving you the tools to gently introduce your student to the world of science. Your early elementary student will work on increasing their observation skills as they learn from different topics within the major disciplines of science. Exploring Science lays out weekly topics to study along with a main idea to emphasize. Each week includes an introduction, an experiment and nature study plans, plus additional books and activities. Exploring Science is designed to be used with your 4 or 5 year old student.

Introducing the topic:

The introductions in this guide include simple explanations, demonstrations and/or guided observations for you to use when introducing your students to the week's topic. There is a script for you to read, but feel free to use your own words or edit the script as you communicate the information. The main purpose of introducing the topic is to share with your student what they will be studying for the week.

Experiments:

The experiments are the core of this program and are designed to help your student see science in action. All of the experiments come from *Science Play*. The goal is to demonstrate science for your student, allowing them to discover more about the world around them. Don't expect them to be able to predict the outcome or to draw abstract conclusions at this age. Instead allow them to observe and tell what they have learned. All the experiment pages you will need are found in the student notebook pages.

Nature study:

The nature studies will also coordinate with the weekly topic. The purpose of these nature studies is to have your student learn about the world around them through discovery and observation. Your student will make their own science notebook on Week 1 of Unit 1. They will use this science notebook throughout the year as their nature study journal. Allow them to draw what they would like or glue a picture on the page instead. At this stage, it is best for you to write down their observations for them.

Additional Books and Activities:

The additional books are optional ones that will coordinate with your weekly topic. They are suggestions that you can get from your local library. I have not previewed each and every book, so be sure to do so before you read them to your student. The additional activities include craft ideas, snack options and projects that will tie into the weekly topic.

Student Notebook Pages:

The student notebook pages are sold separately. They include coloring, experiment and activity pages to use for each week. The following is a description of how each page is designed to be used.

- Coloring page: Read the main idea at the bottom of the page to your student and have them color the picture.

- Experiment page: Have your student tell you what they learned from the experiment and write it down for them on the lines provided.
- Activity page: Have your student draw a picture or paste in a picture of the craft project they made on the sheet provided.

How to schedule this study:

I wrote Exploring Science as a topical study, each week stands alone, but also fits into a 4 week unit. This gives you the teacher complete freedom in which order you want to do this study, how much you want to do in a week and how many days you want to study science per week. This is so that you can pick and choose activities that interest your student. I would suggest scheduling science for 2(20 min) days a week or 5(10 min) days a week. Each week I have included two sample schedules to give you an idea of how you could schedule your time. You can choose to use these as your guide or create your own schedule using one of the blank scheduling templates in the Appendix at the back of this guide.

How to include an older student:

If you want your older student to do this study along with your other students, here are some suggestions to increase the difficulty of this program so that it is appropriate for them.

- have them read the additional books to your younger student
- have them read about the weekly topic in the Usborne Internet-linked Science Encyclopedia
- have them write full narrations as well as do a more detailed write-up for the experiment using the pages included in the Appendix at the back of this guide

Final Thoughts:

My hope is that this curriculum will spark your student's interest in learning more about the natural world around them. The topics covered in this program will be examined further in subsequent programs. As the author and publisher of this curriculum I encourage you to contact me with any questions or problems that you might have concerning Exploring Science at info@elementalscience.com. I will be more than happy to answer them as soon as I am able. Also, be sure to check the Elemental Science Yahoo Group, under the Exploring Science Files section for some of the pictures and additional files that are used in this program so that you don't have to create them. I hope that you and your student will enjoy exploring the world of science!

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Book List

The following book is what I used when planning this program. I recommend that you purchase or download it because all of the experiments, plus many of the activities, come from it.

- *Science Play (Williamson Little Hand Book)* by Jill Frankel Hauser

Overview of the Areas of Sciences Studied

The following areas of science will be studied through discovery and observation throughout the year. Each unit contains 4 weeks' worth of material to study.

- ✓ Unit 1: Exploring the World Around Me
- ✓ Unit 2: Exploring Water
- ✓ Unit 3: Exploring Air
- ✓ Unit 4: Exploring Weather
- ✓ Unit 5: Exploring Plants
- ✓ Unit 6: Exploring the Earth
- ✓ Unit 7: Exploring Chemistry
- ✓ Unit 8: Exploring Sound
- ✓ Unit 9: Exploring Motion

Unit 4:

Exploring Weather Lesson Plans

Exploring Science Unit 4 Week 1

Topic: Sunny Days & Shadows

Main Idea: A shadow is created when an object blocks out the Sun's light.

Introducing the Topic:

Have a hand puppet and a flashlight ready on the table. Have the student come and sit down. Tell your student, "This week we are going to look at shadows. See this flashlight; when I shine it on the table, you can see a beam of light. Now, you put this puppet on your hand and put it between the flashlight and the table. (*Make sure your student leaves enough room so that a shadow is created.*) Look you created a shadow! Your hand puppet blocked the light from the flashlight and a shadow appeared below. That is because a shadow is created when an object blocks out a light source. The Sun is a giant light source for the Earth. When something blocks out the Sun's light, a shadow is also created. This week we are going to have fun with our shadows." Then, have your student color the coloring page found in the student pages on pg. 51.

Experiment: *Science Play* pg. 52, "Sunny Day, Shadow Play"

In this experiment your student will discover how their shadow changes as the day goes on. This is because the Sun changes position throughout the day, so the angle at which it is shining down changes. Thus, their shadow length will also change. Be sure to mark where the top their feet were for your first measurement, that way you can use it each time.

Materials needed:

- Sidewalk chalk
- Measuring tape

Each time you trace their shadow, have your student measure how long it is and tell you whether their shadow was in front of, to the side or behind them. Record this information on the experiment sheet found in the student pages on pg. 52 for them.

Nature Study: Shadows

This week your nature study will focus on finding shadows in nature. You will need to schedule your nature walk time for a sunny day.

- **Outdoor time:** Go on a nature walk outdoors. Have your student spot as many shadows as they can. Then see if you can identify the object making the shadow (i.e. The very large shadow across a field is due to the tree or the house that is nearby.) Allow your student to collect a few nature samples, such as leaves, rocks and acorns. Once you get home have them choose a dark color of construction paper (red, blue or purple) and set in the direct sun. Then have your student arrange their objects on the paper. Check it in several hours to see if the nature objects have left their shadows behind. (You could also do this activity with light sensitive paper, but it will be much quicker.) Then allow your student to sketch what they want in their science notebook.

Additional Books:

- *What Makes a Shadow?* (Let's-Read-and-Find... Science 1) by Clyde Robert Bulla and June Otani
- *Nothing Sticks Like a Shadow* by Ann Tompert and Lynn Munsinger
- *A Sunny Day* (First Step Nonfiction) by Robin Nelson
- *The Sun: Our Nearest Star* (Let's-Read-and-Find... by Franklyn M. Branley and Edward Miller

Additional Activities:

- **Craft: Silhouette Collage**
Have your student choose a color of construction paper and tape it on the wall behind them. Have them sit with their side facing the wall and shine a light directly on them. Trace the

shadow that their face makes. Cut it out, saving the outer piece for later use. Have your student look in a magazine for things that interest them and things that show how they feel. Cut them out and glue them onto the activity page on pg. 53 of the student pages. It is best if these pictures overlap a bit. Once they are done, glue the construction paper cut-out on top, so that you see all the things they like where the shadow of their face once was.

- Activity: Shadow Games

This activity is explained on pg. 53 of *Science Play*.

Scheduling Options:

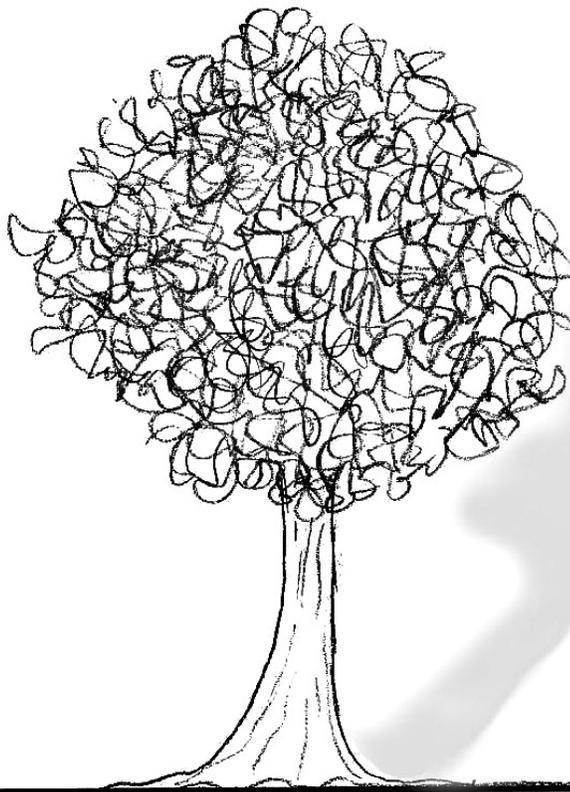
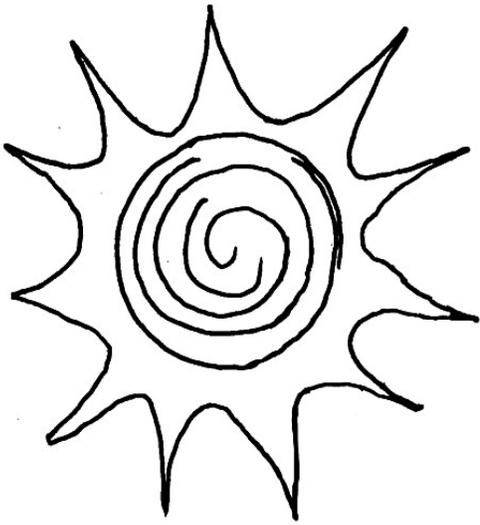
2-days a week:

Day 1	Day 2
<p>Introduce the topic: Read the section in the teacher’s guide and have your student color the coloring page in the student pages.</p> <p>Experiment: “Sunny day, Shadow Play” found in <i>Science Play</i> pg. 52. Complete the experiment page from the student pages.</p>	<p>Nature Study: Go on a nature walk for a shadow hunt. Make an entry in their science journal when you return.</p> <p>Additional Activity: Do the “Shadow Silhouette” activity. Have your student fill out the activity page from the student pages.</p>
<p>Supplies I Need for the Week:</p> <ul style="list-style-type: none"> • Day 1: hand puppet, flashlight, sidewalk chalk, measuring tape • Day 2: construction paper, various magazines 	
<p>Things I need to Prepare:</p> <ul style="list-style-type: none"> • 	

5-days a week:

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Introduce the topic: Read the section in the teacher’s guide and have your student color the coloring page in the student pages.</p>	<p>Experiment: “Sunny Day, Shadow Play” found in <i>Science Play</i> pg. 52. Complete the experiment page from the student pages.</p>	<p>Learn More: Choose one of the additional books to read to your student. Then do the “Shadow Games” activity.</p>	<p>Additional Activity: Do the “Shadow Silhouette” activity. Have your student fill out the activity page from the student pages.</p>	<p>Nature Study: Go on a nature walk for a shadow hunt. Make an entry in their science journal when you return.</p>
<p>Supplies I Need for the Week:</p> <ul style="list-style-type: none"> • Day 1: hand puppet, flashlight • Day 2: sidewalk chalk, measuring tape • Day 4: construction paper, various magazines 				
<p>Things I need to Prepare:</p> <ul style="list-style-type: none"> • Get library book 				

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A shadow is created when an object blocks out the Sun's light.

"Sunny Day, Shadow Play"

Time of Day	Length & Location of my shadow

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Silhouette Collage

Student Pages 53

Exploring Science Unit 4 Week 2

Topic: Rain

Main Idea: Rain is water falling from clouds in the sky.

Introducing the Topic:

Read the following 19th century nursery rhyme to your student...

Rain, Rain,
Go away;
Come again,
April day;
Little Johnny wants to play.

Say to your student, “Do you know what rain is? (*Answers will vary, praise them if they are correct.*) That’s good; rain is water falling from clouds in the sky. Water evaporates from lakes and oceans. It goes up into the air and forms clouds. When those clouds get really heavy, they let go of some of the water and it falls to the ground as rain. This week we are going to study rain.” Then, have your student color the coloring page found in the student pages on pg. 54.

(**Note: The above is a simplistic explanation of the water cycle as it will be studied more in depth in Intro to Science and in Earth Science & Astronomy for the Grammar Stage.**)

Experiment: *Science Play* pg. 59, “Raindrop Landing Pad”

In this experiment your student will discover what shapes raindrops make. This experiment is best on a rainy day, but you can simulate rain with an eye dropper and some water if need be.

Materials needed:

- Flour
- Salt
- Aluminum pan

After your student observes the shapes the raindrops have made, have them trace those shapes on the experiment sheet found in the student pages on pg. 55.

Nature Study: Rain

This week your nature study will focus on what rain does in nature. You will need to schedule your nature walk time for just after a rain shower.

- **Outdoor time:** Go on a nature walk outdoors after a rain shower. Have your student look for signs that it has rained (water on the grass and leaves, puddles on the sidewalk or steam rising from the road). Point out these signs for them if they don’t see them on their own. Once you return home, allow your student to sketch what they want in their science notebook.

Note: If you don’t mind getting wet, see pg. 58 of *Science Play* for directions on how to guide a “Rainy Day Safari”.

Additional Books:

- *Down Comes the Rain* (Let’s-Read-And-Find... Science: Stage 2 (Pb)) by Franklyn Mansfield Branley and James Graham Hale
- *The Rain Came Down* by David Shannon
- *Rain* (Weather Series) by Marion Dane Bauer and John Wallace

Additional Activities:

- Craft: Pitter Patter Paint

This activity is explained on pg. 59 of *Science Play*. You will need tempera paint, paper and rain. If it is not raining on the day you do this craft, simply use a water sprayer to simulate the

rain. You can use the activity page on pg. 56 of the student pages for this project or have your student glue their completed sheet onto that page.

- **Snack: Orange Umbrellas**

Cut an orange into thin round slices, and then slice each round in half for the top of your umbrella. Use pretzel sticks or thinly sliced apples for the handle of your umbrella. Eat and enjoy!

- **Activity: Measure the Rain**

This activity is explained on pg. 59 of *Science Play*. You will need a clear jar, a ruler and a permanent pen.

Scheduling Options:

2-days a week:

Day 1	Day 2
<p>Introduce the topic: Read the section in the teacher’s guide and have your student color the coloring page in the student pages.</p> <p>Experiment: “Raindrop Landing Pad” found in <i>Science Play</i> pg. 59. Complete the experiment page from the student pages.</p>	<p>Nature Study: Go on a nature walk to see the outdoors after the rain. Make an entry in their science journal when you return.</p> <p>Additional Activity: Do the “Pitter Patter Paint” activity. Have your student fill out the activity page from the student pages.</p>
<p>Supplies I Need for the Week:</p> <ul style="list-style-type: none"> • Day 1: flour, salt, aluminum pan • Day 2: tempura paint, paper 	
<p>Things I need to Prepare:</p> <ul style="list-style-type: none"> • 	

5-days a week:

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Introduce the topic: Read the section in the teacher’s guide and have your student color the coloring page in the student pages. Then make “Orange Umbrellas” for snack.</p>	<p>Experiment: “Raindrop Landing Pad” found in <i>Science Play</i> pg. 59. Complete the experiment page from the student pages.</p>	<p>Learn More: Choose one of the additional books to read to your student. Then do the “Measure the Rain” activity.</p>	<p>Additional Activity: Do the “Pitter Patter Paint” activity. Have your student fill out the activity page from the student pages.</p>	<p>Nature Study: Go on a nature walk to see the outdoors after the rain. Make an entry in their science journal when you return.</p>
<p>Supplies I Need for the Week:</p> <ul style="list-style-type: none"> • Day 1: orange, pretzel sticks or apple slices • Day 2: flour, salt, aluminum pan • Day 3: clear jar, ruler, permanent pen • Day 4: tempura paint, paper 				
<p>Things I need to Prepare:</p> <ul style="list-style-type: none"> • Get library book 				

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Rain is water falling from clouds in the sky.

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“Raindrop Landing Pad”

Exploring Science

Pitter Patter Paint

Student Pages 56

Exploring Science Unit 4 Week 3

Topic: Clouds

Main Idea: Clouds are made from water vapor.

Introducing the Topic:

Read the following “The Cloud” by Percy Shelly (in the Appendix) to your student, but don’t tell them the title of the poem. After you are finished, say to your student, “Can you guess what that poem was about? (*Answers will vary, praise them if they are correct.*) That’s good; that poem was all about clouds. Did you know that clouds are made from water vapor? This week we are going to spend some time looking at clouds.” Then, have your student color the coloring page found in the student pages on pg. 57.

Experiment: *Science Play* pg. 60, “Cloud-in-a-bag”

In this experiment your student will discover how clouds form. They will also create their own mini-rainstorm.

Materials needed:

- Soil and small plants
- Plastic resealable bag
- Spoon
- Water

After your student observes their mini-rainstorm, take a picture and have them tell you what they have learned. Glue the picture onto the experiment sheet found in the student pages on pg. 58 and write what they learned on the lines provided.

Nature Study: Clouds

This week your nature study will focus on clouds. You will need to schedule your nature walk time for when there are clouds in the sky

- **Outdoor time:** Go on a nature walk outdoors to hunt for clouds. Have your student observe the clouds and see if they can find shapes in them. Be sure to point out that clouds are constantly moving and changing. Once you return home, allow your student to sketch what they want in their science notebook.

Additional Books:

- *Clouds (Let's-Read-and-Find... Science 1)* by Anne F. Rockwell and Frane Lessac
- *Little Cloud (Picture Puffins)* by Eric Carle
- *The Cloud Book* by Tomie dePaola

Additional Activities:

- Craft: Fluffy Clouds

You will need light blue paint, paintbrush, glue and cotton balls. Have your student paint the activity page on pg. 59 of the student pages light blue all over. Once the paper dries have them stretch out the cotton balls into various shapes. Then glue them onto the activity page as clouds.

- Snack: Clouds

Beat two egg whites and ¼ tsp of cream of tartar until stiff peaks form; add in ½ tsp vanilla and 1/3 cup sugar. Beat until well incorporated. Drop spoonfuls on a cookie sheet lined with foil. Bake at 325°F for 10 min, then turn off the oven (don’t open the oven door) and let the clouds sit in the oven for 50 more minutes. Remove and eat. (You can also dye some vanilla pudding light blue and float your clouds in the sky.)

- Activity: Cloud Matching

Cut out the clouds on the Cloud Matching sheet found in the Appendix. Have your student match them by color and/or by size.

Scheduling Options:

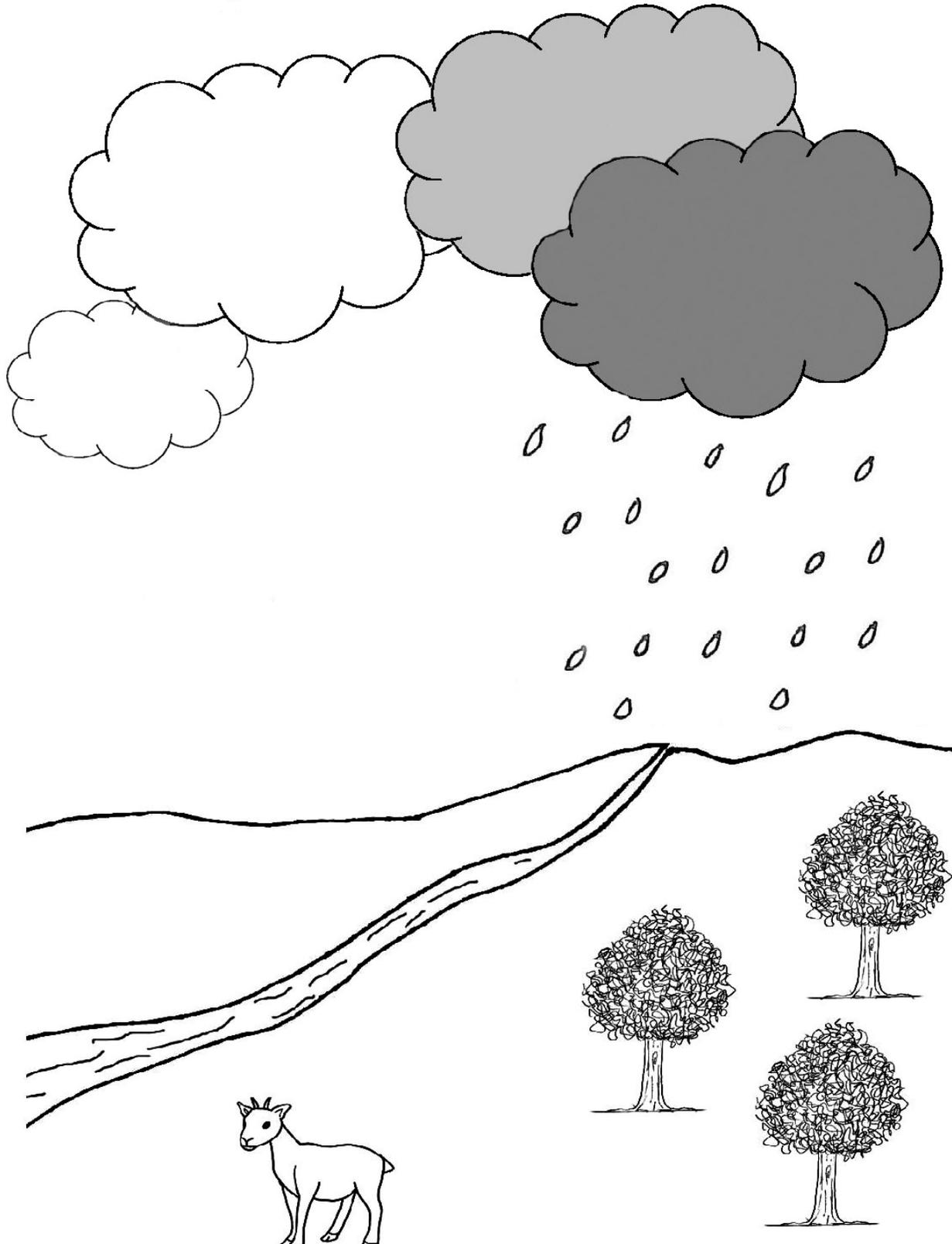
2-days a week:

Day 1	Day 2
<p>Introduce the topic: Read the section in the teacher’s guide and have your student color the coloring page in the student pages.</p> <p>Experiment: “Cloud-in-a-bag” found in <i>Science Play</i> pg. 60. Complete the experiment page from the student pages.</p>	<p>Nature Study: Go on a nature walk to see the clouds. Make an entry in their science journal when you return.</p> <p>Additional Activity: Do the “Fluffy Clouds” activity. Have your student fill out the activity page from the student pages.</p>
<p>Supplies I Need for the Week:</p> <ul style="list-style-type: none"> • Day 1: soil and small plants, resealable plastic bag, spoon, water • Day 2: light blue paint, paintbrush, glue and cotton balls 	
<p>Things I need to Prepare:</p> <ul style="list-style-type: none"> • 	

5-days a week:

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Introduce the topic: Read the section in the teacher’s guide and have your student color the coloring page in the student pages. Then make “Clouds” for snack.</p>	<p>Experiment: “Cloud in-a-bag” found in <i>Science Play</i> pg. 60. Complete the experiment page from the student pages.</p>	<p>Learn More: Choose one of the additional books to read to your student. Then do the “Cloud Matching” activity.</p>	<p>Additional Activity: Do the “Fluffy Clouds” activity. Have your student fill out the activity page from the student pages.</p>	<p>Nature Study: Go on a nature walk to see the clouds. Make an entry in their science journal when you return.</p>
<p>Supplies I Need for the Week:</p> <ul style="list-style-type: none"> • Day 1: 2 eggs, cream of tartar, vanilla, sugar, (optional vanilla pudding, blue food coloring) • Day 2: soil and small plants, resealable plastic bag, spoon, water • Day 3: clouds cut out from the Appendix • Day 4: light blue paint, paintbrush, glue and cotton balls 				
<p>Things I need to Prepare:</p> <ul style="list-style-type: none"> • Get library book 				

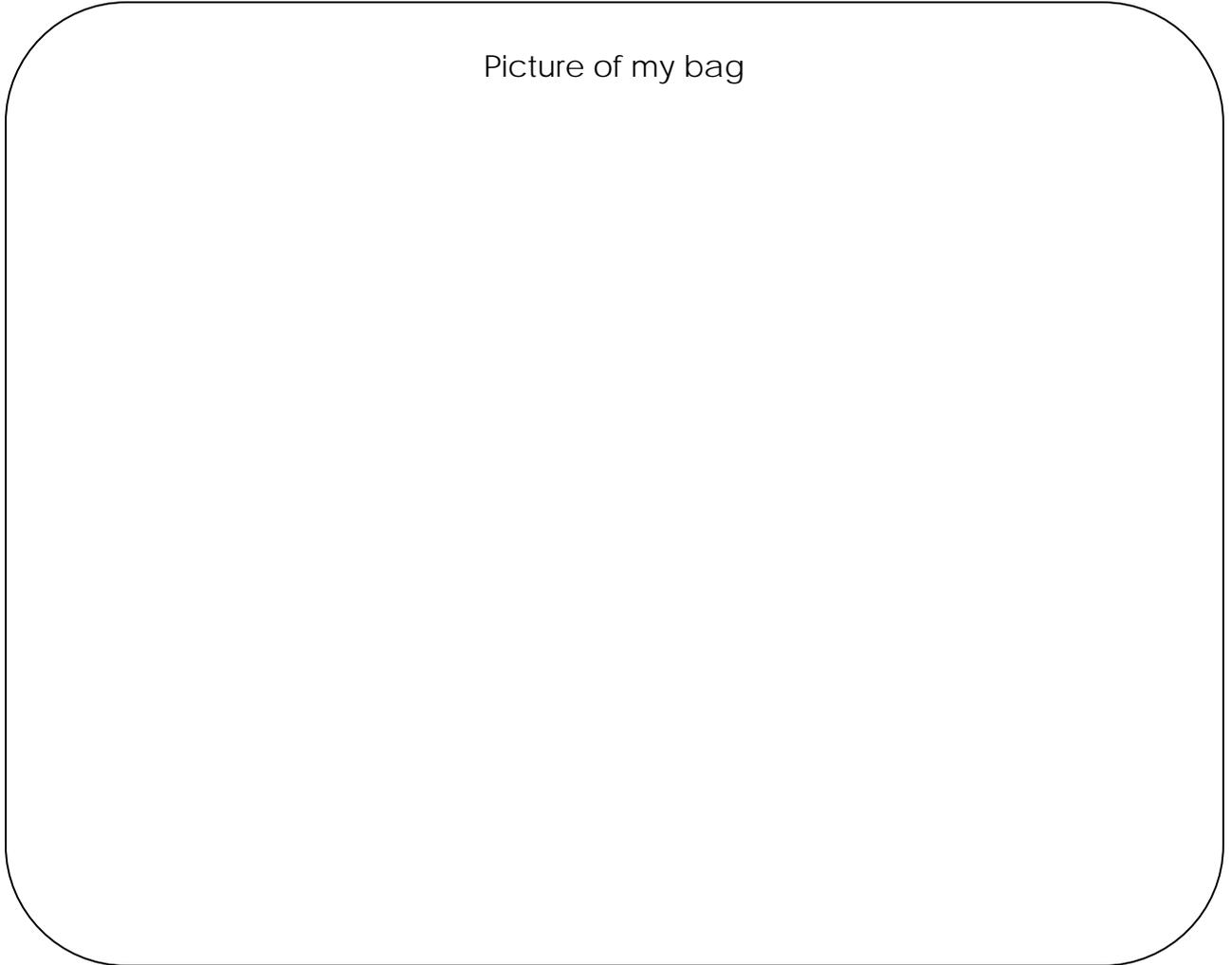
Exploring Science



Clouds are made from water vapor.

"Cloud in a Bag"

Picture of my bag



What I learned about clouds and rain...

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Fluffy Clouds

Student Pages 59

Exploring Science Unit 4 Week 4

Topic: Weather

Main Idea: Weather changes with the seasons.

Introducing the Topic:

Sing the following song about seasons with your student.

Winter, Spring, Summer, Fall

(to the tune of "This Old Man")

Winter, Spring, Summer, Fall

There are seasons, four in all.

Weather changes, sun and rain and snow,

Leaves fall down and flowers grow.

Winter, Spring, Summer, Fall

There are seasons, four in all.

Look outside and you will see

Just what season it will be!

After you are finished, say to your student, "This week we are going to talk about weather. Did you know that the weather changes with the seasons? In winter, it's cold and sometimes snows. In spring it's warm and the flowers and trees start to bloom. In summer, it's hot and things really start to grow. In the fall, it's starts getting cool and the leaves fall off the tree. This week we are going to look at our weather." Then, have your student color the coloring page found in the student pages on pg. 60.

Experiment: *Science Play* pg. 64, "Weather Watch"

In this experiment your student will watch the weather for the week.

Materials needed:

- Colored Pencils

Have your student observe the weather each day for five days. Then have them glue the weather watch stickers, found in the student pages on pg. 63, onto the experiment sheet found in the student pages on pg. 61.

Nature Study: Weather

This week your nature study will focus on the weather.

- **Outdoor time:** Go on a nature walk outdoors. While on your walk, ask your student questions about the weather (i.e. Is it hot or cold today? Is it cloudy or sunny? When was the last time it rained?) Once you return home, have your student sketch what they want in their science notebook.

Additional Books:

- *Oh Say Can You Say What's the Weather Today?: All About Weather* (Cat in the Hat's Learning Library) by Tish Rabe and Aristides Ruiz
- *What Will the Weather Be?* (Let's-Read-and-Find... Science 2) by Lynda Dewitt and Carolyn Croll
- *Flash, Crash, Rumble, and Roll* by Franklyn M. Branley and True Kelley

Additional Activities:

- **Craft:** Seasons Collage
Make a collage for the season you are in using pictures from magazines. For example, if you do this week during the winter, use pictures of snowflakes, bare trees, icicles, Christmas trees

and so on. Have your student glue their pictures on the activity page on pg. 62 of the student pages.

- **Craft: Weather Mobile**

Have your student choose two sticks from outside for their mobile. Have them color the weather mobile templates from the Appendix while you secure their two sticks together in a cross shape. Then punch holes in each of the weather pictures and one to each of the four ends of the sticks.

- **Activity: Weather Headband**

This activity is explained on pg. 65 of *Science Play*. You will need a cardboard, construction paper and streamers.

Scheduling Options:

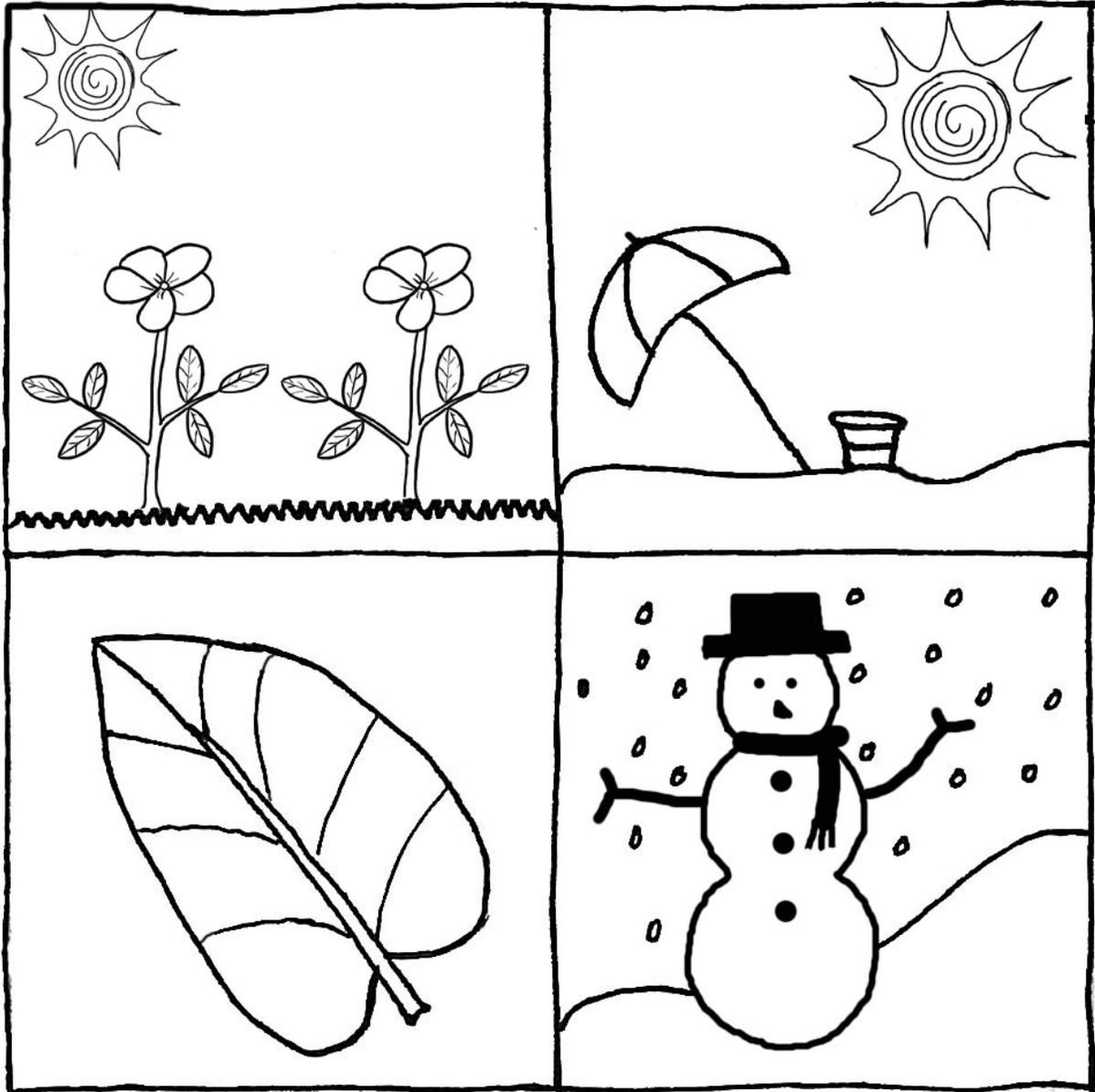
2-days a week:

Day 1	Day 2
<p>Introduce the topic: Read the section in the teacher’s guide and have your student color the coloring page in the student pages.</p> <p>Experiment: “Weather Watch” found in <i>Science Play</i> pg. 64. Complete the experiment page from the student pages. (Observe daily.)</p>	<p>Nature Study: Go on a nature walk to observe the weather. Make an entry in their science journal when you return.</p> <p>Additional Activity: Do the “Seasons Collage” activity. Have your student fill out the activity page from the student pages.</p>
<p>Supplies I Need for the Week:</p> <ul style="list-style-type: none"> • Day 1: colored pencils • Day 2: magazine pictures, glue 	
<p>Things I need to Prepare:</p> <ul style="list-style-type: none"> • 	

5-days a week:

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Introduce the topic: Read the section in the teacher’s guide and have your student color the coloring page in the student pages. Then begin your “Weather Watch” experiment.</p>	<p>Activity: Do the “Weather Mobile” activity. Continue your “Weather Watch” experiment.</p>	<p>Learn More: Choose one of the additional books to read to your student. Then do the “Weather Headband” activity. Continue your “Weather Watch” experiment.</p>	<p>Additional Activity: Do the “Seasons Collage” activity. Have your student fill out the activity page from the student pages. Continue your “Weather Watch” experiment.</p>	<p>Nature Study: Go on a nature walk to observe the weather. Make an entry in their science journal when you return. Continue your “Weather Watch” experiment.</p>
<p>Supplies I Need for the Week:</p> <ul style="list-style-type: none"> • Day 1: colored pencils • Day 2: markers, two sticks, string, glue, hole punch • Day 3: cardboard, construction paper, streamers • Day 4: magazine pictures, glue 				
<p>Things I need to Prepare:</p> <ul style="list-style-type: none"> • Get library book 				

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Weather changes with the season.

“Weather Watch”

My weather this week...

Day	Weather
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

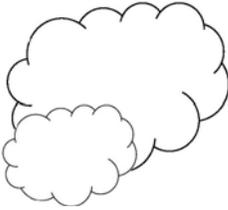
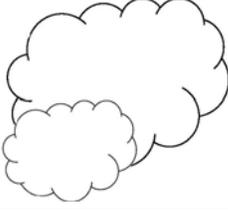
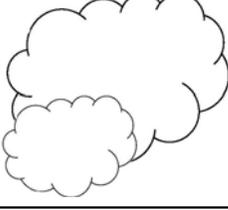
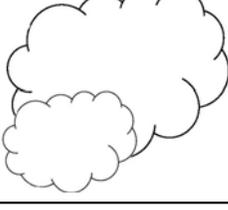
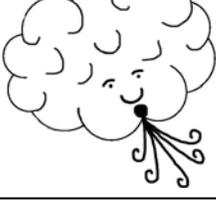
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Seasons Collage

Student Pages 62

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Weather Watch Stickers

Windy 	Sunny 	Cloudy 	Stormy 
Windy 	Sunny 	Cloudy 	Stormy 
Windy 	Sunny 	Cloudy 	Stormy 
Windy 	Sunny 	Cloudy 	Stormy 
Windy 	Sunny 	Cloudy 	Stormy 

Appendix

"The Cloud" by Percy Shelly

I

I bring fresh showers for the thirsting flowers
From the seas and the streams;
I bear light shade for the leaves when laid
In their noonday dreams.
From my wings are shaken the dews that waken
The sweet buds every one,
When rocked to rest on their Mother's breast,
As she dances about the sun.
I wield the flail of the lashing hail,
And whiten the green plains under;
And then again I dissolve it in rain,
And laugh as I pass in thunder.

II

I sift the snow on the mountains below,
And their great pines groan aghast;
And all the night 'tis my pillow white,
While I sleep in the arms of the Blast.
Sublime on the towers of my skiey bowers
Lightning my pilot sits;
In a cavern under is fettered the Thunder,
It struggles and howls at fits.
Over earth and ocean with gentle motion
This pilot is guiding me,
Lured by the love of the Genii that move
In the depths of the purple sea;
Over the rills and the crags and the hills,
Over the lakes and the plains,
Wherever he dreams under mountain or stream
The Spirit he loves remains;
And I all the while bask in heaven's blue smile,
Whilst he is dissolving in rains.

III

The sanguine Sunrise with his meteor eyes,
And his burning plumes outspread,
Leaps on the back of my sailing rack,
When the morning star shines dead:
As on the jag of a mountain crag
Which an earthquake rocks and swings
An eagle alit one moment may sit
In the light of its golden wings.
And, when Sunset may breathe, from the lit sea
beneath,
Its ardours of rest and of love,
And the crimson pall of eve may fall
From the depth of heaven above,
With wings folded I rest on mine airy nest,
As still as a brooding dove.

IV

That orb'd maiden with white fire laden
Whom mortals call the Moon
Glides glimmering o'er my fleece-like floor
By the midnight breezes strewn;
And whenever the beat of her unseen feet,
Which only the angels hear,
May have broken the woof of my tent's thin roof,
The stars peep behind her and peer.
And I laugh to see them whirl and flee
Like a swarm of golden bees,
When I widen the rent in my wind-built tent, --
Till the calm rivers, lakes, and seas,
Like strips of the sky fallen through me on high,
Are each paved with the moon and these.

V

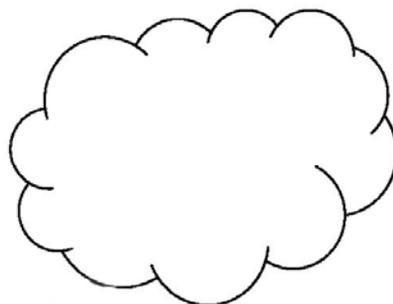
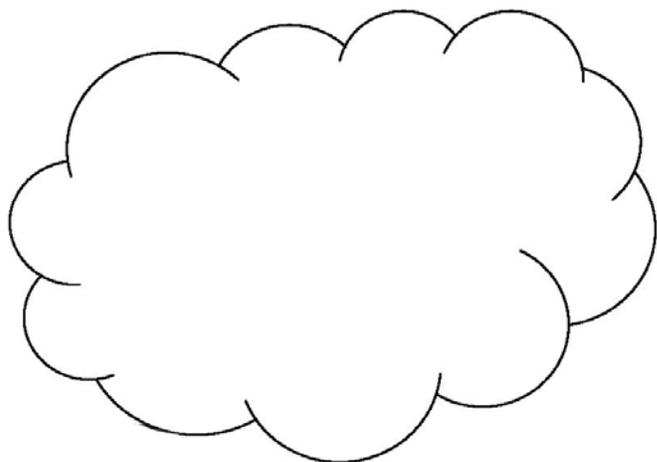
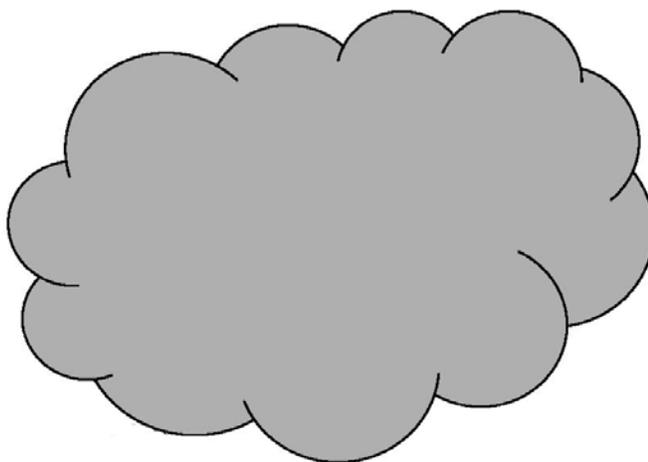
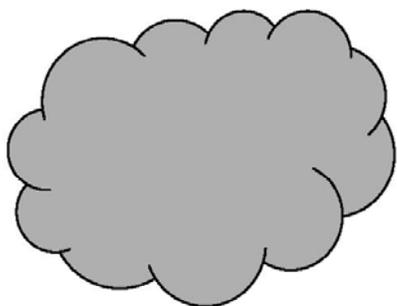
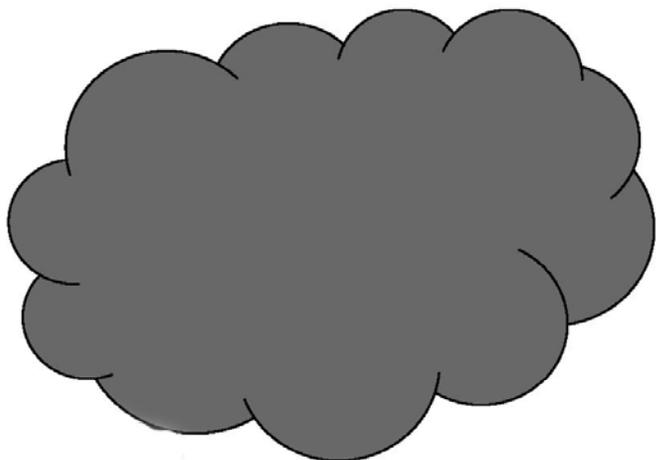
I bind the Sun's throne with a burning zone,
And the Moon's with a girdle of pearl;
The Volcanoes are dim, and the Stars reel and
swim,
When the Whirlwinds my banner unfurl.
From cape to cape, with a bridge-like shape
Over a torrent sea,
Sunbeam-proof, I hang like a roof;
The mountains its columns be.
The triumphal arch through which I march,
With hurricane, fire, and snow,
When the powers of the air are chained to my
chair,
Is the millioned-coloured bow;
The Sphere-fire above its soft colours wove,
While the moist Earth was laughing below.

VI

I am the daughter of Earth and Water,
And the nursling of the Sky:
I pass through the pores of the ocean and shores;
I change, but I cannot die.
For after the rain, when with never a stain
The pavilion of heaven is bare,
And the winds and sunbeams with their convex
gleams
Build up the blue dome of air,
I silently laugh at my own cenotaph, --
And out of the caverns of rain,
Like a child from the womb, like a ghost from the
tomb,
I arise, and unbuild it again.

Cloud Matching Game

(Copy onto cardstock and cut out.)



Weather Mobile Templates

(Make 2 copies on cardstock for durability. Have your student color and then cut out each weather picture. Glue the same two pictures together. Then punch a hole in them so that you can hang them on your mobile.)

