



# Big Bros Cloud data

Clay High School



## Abstract

We chose to take data on clouds because clouds are things that change everyday. The question that we wanted to answer is “ How does the temperature change clouds. We discovered that when the temperature lowers, the clouds begin to somewhat freeze causing cirrus clouds. When the temperature rises. The clouds tend to be more “puffy” and those are Cumulus clouds.

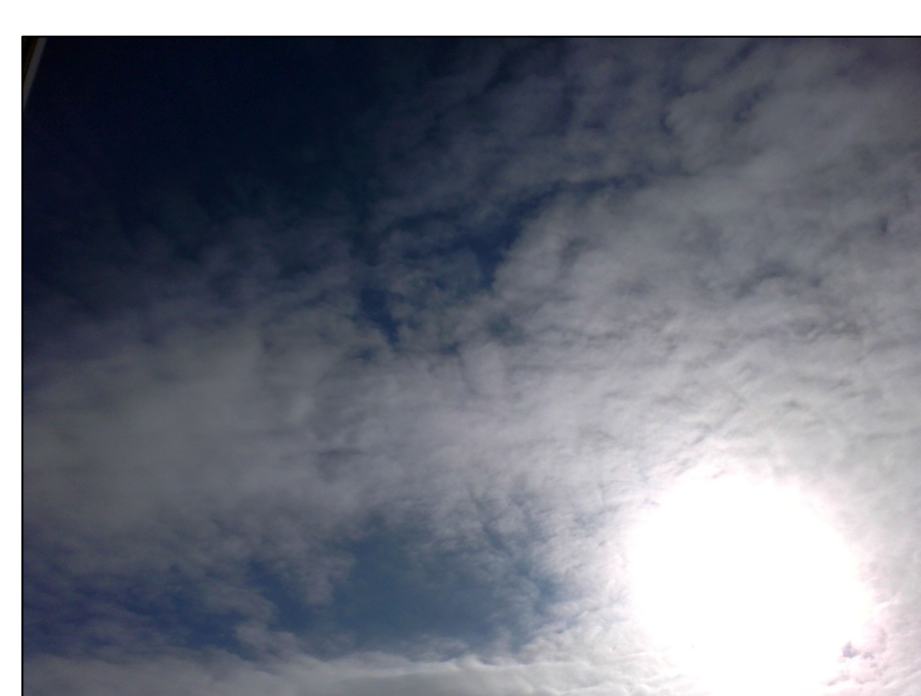
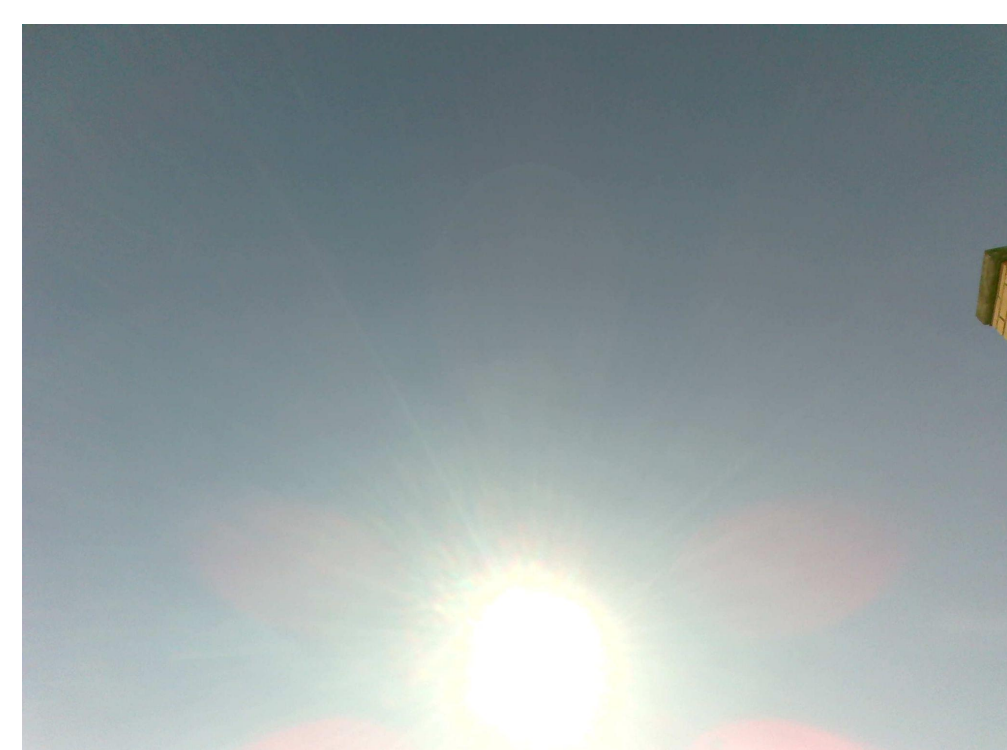
## Research Question

How does the temperature affect clouds?

## Introduction

### Content Knowledge

We chose clouds because we were interested in how the clouds change throughout the seasons. Some things that we learned about clouds were that. We learned that there are many different varieties of clouds. Clouds are out 67% of the days throughout the year. We also discovered that it is rare that the same clouds would accrue two days in a row .



*Field Photos*  
(requires release forms)

## Research Methods

### Planning Investigations

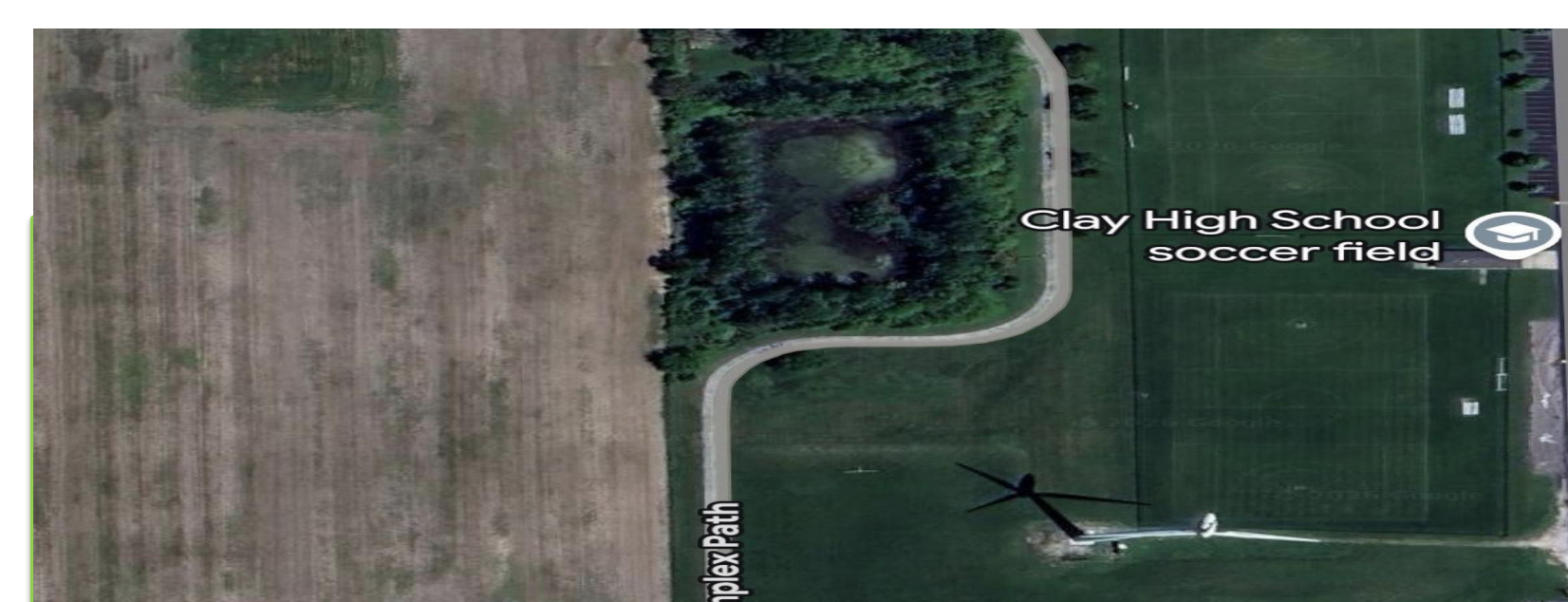
Describes the planning process

I went outside, I looked at clouds and had a sheet with different types of clouds I had to identify what clouds I seen in the sky then put that data in the [globe.gov](https://www.globe.gov/) but some days they're were more based on

### Carrying Out Investigations

Describes what happened

I found better data online so I used that instead of the data I took because the date online had more and better detail.



## GLOBE Badges

Be a **Collaborator**

Be a **Data Scientist**

We were data scientists

Make an Impact

The report clearly describes how a local issue led to the research questions or makes connections between local and global impacts. The students need to clearly describe or show how the research contributed to a positive impact on their community through making recommendations or taking action based on findings.

Be a **STEM Storyteller**

The report describes or shows how the students shared the story of their research in a creative way. This could be via a dramatic interpretation, a blog, Instagram post, artistic rendering, OR any other way to creatively share what the students learned.

## Results

### Analyzing Data

We analyzed our data by using our knowledge we got from our visuals and used a cloud sheet to read all the types

Figure #1

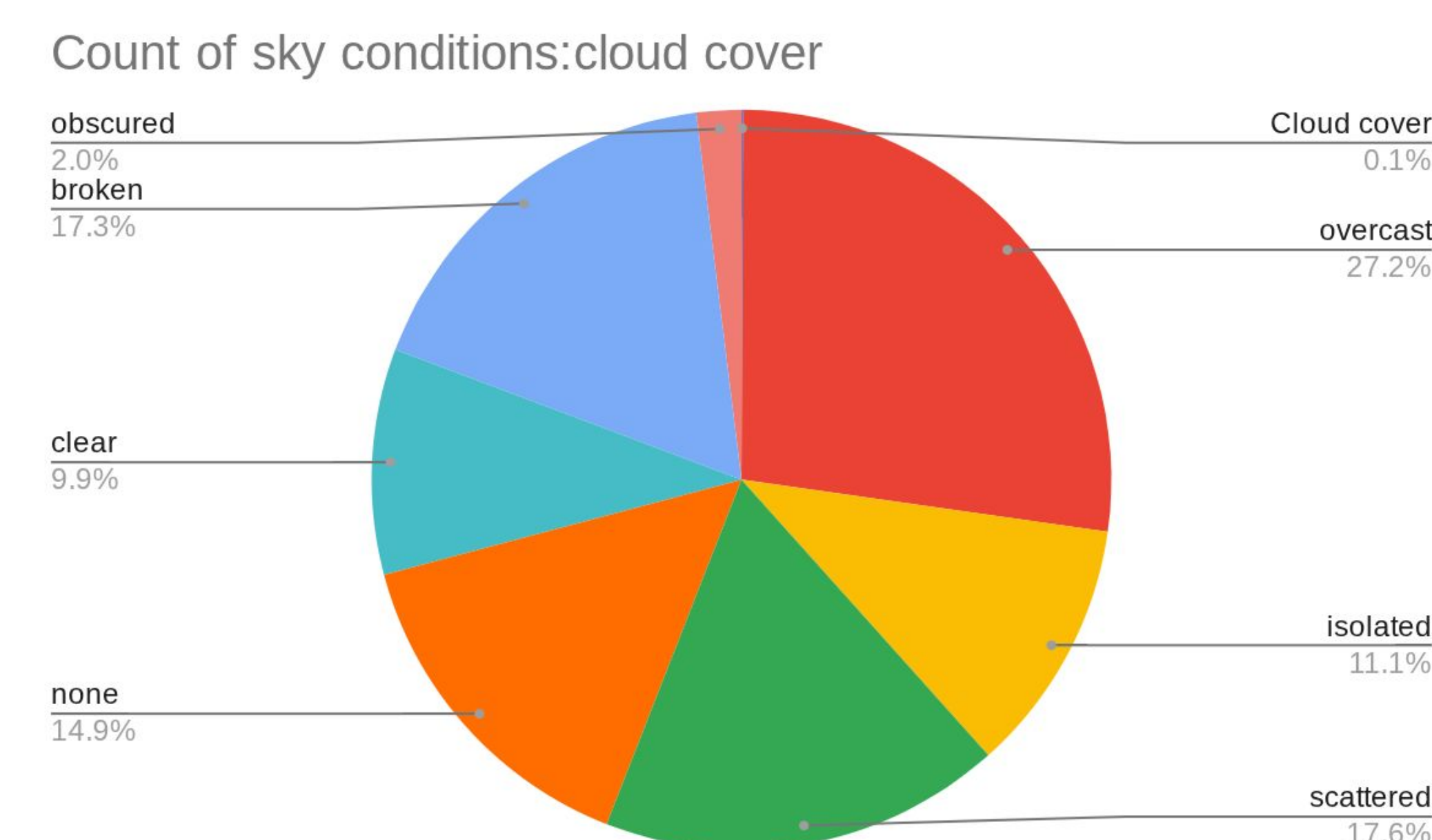
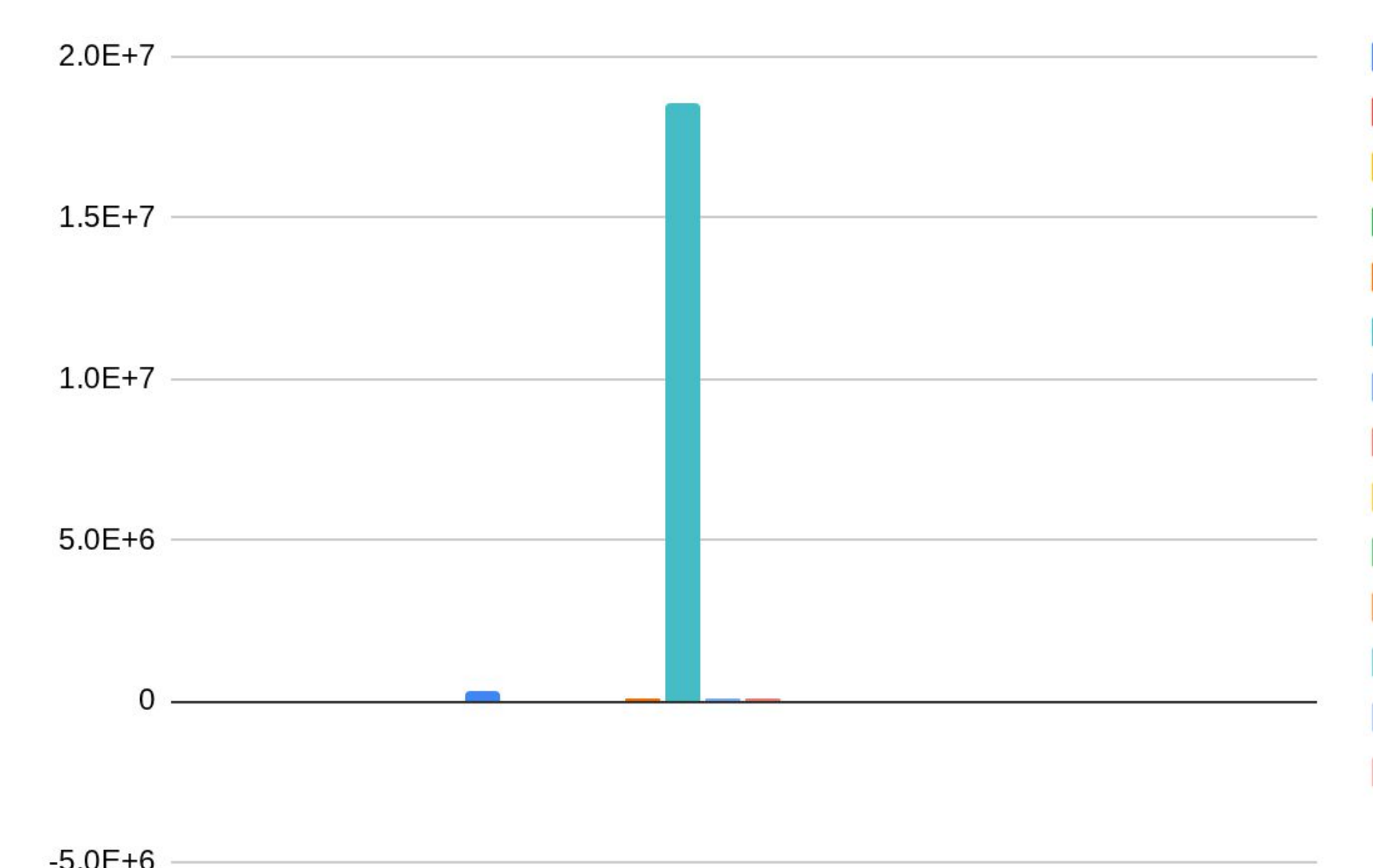


Figure #2



## Discussion

### Interpreting Data

- The pie chart shows that there's 27.2% is overcast. While the 0.1% is cloud cover. With 27.2% being the largest it's a big variety of other things spread evenly.
- In the second chart it shows the huge difference we see compared to the first chart where there was some diversity.

## Conclusions

### Drawing Conclusions & Next Steps

The conclusion was reached by results and research methods. Improvements could have been made for research methods by figuring out Investigations quicker and for future research we would hopefully keep having the same procedure while having the same knowledge we have about clouds. Working with project mentors have a huge impact if you know them and have chemistry with them.

## Bibliography

References - <https://www.globe.gov/>  
<https://weather.com/>  
<https://drive.google.com/drive/home>