



Storm Paintings

Thunder Cake

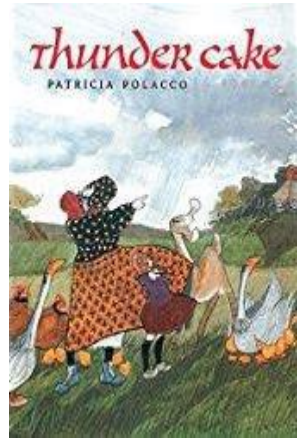
Standard Connection:
 ELA.RI.PK4.9; ELA.W.PK4.1c;
 M.MD.PK4.3; S.ES.PK4.2;
 PD.FM.PK4.4; PD.FM.PK4.5;
 VA.CR1.1.PK; VA.CR1a.2.PK

Enduring Understanding(s):

- Weather can inspire artistic expression and provide opportunities for recreation.

Essential Question(s):

- How do living things work together to solve problems and accomplish goals?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Thunder Cake</i> images of storms (see Resource) paintbrushes (different sizes) paint cups yellow, blue, black, and white tempera paint plastic bags easel paper Q-tips, cotton balls, sponges containers with water spoons containers for color mixing labels smocks 	<p>thunderstorm: storm with wind, rain, thunder/lightning</p> <p>illustrator/illustration: person who creates pictures</p> <p>storm: a heavy fall of rain, snow, or sleet, often with strong winds</p>	

Intro to Centers	
Preparation: Set up materials. Flag pages in <i>Thunder Cake</i> where the storm is depicted.	
“In <i>Thunder Cake</i> , the illustrator depicted a thunderstorm . What do you notice?”	Show the cover and illustrations. Children respond.
“Here are images of storms . What do you notice? How are these storms similar to or different from the thunderstorm in <i>Thunder Cake</i> ?”	Show images. Children respond.
“Today in the Creative Arts, you can create storm paintings. How can you create colors similar to the illustrations in <i>Thunder Cake</i> or to the images?”	Children respond.
“What tools might you use to help you create your storm painting?”	Show available materials. Children respond.

During Centers:

Have the text and the images of storms accessible in Creative Arts. Support children in mixing and naming paint colors. Support children to consider different ways of illustrating thunder and lightning (incorporating numbers in their paintings). Encourage children to use their storm paintings as backdrops in Dramatic Play or Blocks.

Encourage children to incorporate squiggle, line, and dot brushstrokes in their painting.

Guiding Questions During Centers:

- How is your storm painting similar to or different from the storm illustrations in *A Letter to Amy*, *Dandelion*, or *Thunder Cake*?
- How is the depiction of wind in *Gilberto and the Wind* similar to or different from the illustrations in *Thunder Cake*?
- What would you name this paint color that you created? Why?
- What is the inspiration for your painting?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Collect samples of the children's work as well as photographs and/or video of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Keep children's paintings, and as they read other stories, encourage them to add to their paintings. Suggest that children draw characters or scenes from books and add them to their paintings. Save colors that children created for continued use in Creative Arts. Encourage children to illustrate the weather outside the classroom window or at recess.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help children answer Guiding Questions. During Centers, provide a variety of materials for painting, such as knob or bulb paintbrushes. Grippers can also be added to small paintbrushes to make them easier to hold.