



Storm Stories

Standard Connection:

ELA.RI.PK4.10

ELA.L.PK4.2c

S.ES.PK4.1

PD.FM.PK4.5

PD.SHS.PK4.3



VA.CR2a.3.PK

Enduring Understanding(s):

- Living things often depend on each other for shelter and protection.

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>One Dark Night</i> or <i>Thunder Cake</i> variety of paper blank books variety of drawing/ writing utensils erasers children's <i>Weather Research</i> work 	<p>thunderstorm: a rainstorm with thunder</p> <p>illustrate/ illustrator: person who makes pictures</p> <p>weather: change in the air (rain, windy, snowy, etc.)</p> <p>research: find information about something</p> <p>independent: by yourself</p> <p>collaborate: work together</p>	 

Intro to Centers	
Preparation: Set up materials.	
"In <i>One Dark Night</i> , there was a thunderstorm . What do you notice?" OR " <i>Thunder Cake</i> is a true story about an author's experience with thunderstorms . What do you notice?"	Show illustrations. Children respond.
"How did the illustrators use color to illustrate the thunderstorm ?"	Children respond.
"Besides thunderstorms , what other kinds of storms have we learned about in <i>Weather Research</i> or in Read Alouds?"	Children respond.
"Today, in Creative Writing, you can use these materials to write storm stories inspired by <i>One Dark Night</i> (or <i>Thunder Cake</i>) and your <i>Weather Research</i> ."	Show materials.
"You can work independently - by yourself - or you can collaborate with a friend."	

During Centers:

Support children's writing by taking dictation and encourage children to collaborate (one child could create illustrations, and another child could write words). Encourage children to use the weather research they did in the Library and Listening Center.

Guiding Questions during Centers:

- What was the inspiration for your story?
- How is your story similar to or different from *One Dark Night* (or *Thunder Cake*)/your friend's story?
- Why did you use these colors to illustrate the storm in your story?
- How are the illustrations in your story similar to or different from the illustrations in *One Dark Night* (or *Thunder Cake*)/your friend's story?

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:

Invite children to act out their stories in Dramatic Play or during Storytelling/Story Acting. Encourage children to make costumes, sets, and scenery for their story. Encourage children to add completed stories to the Library and Listening Center.

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 students answer Guiding Questions. During Centers, scaffold appropriately - some children will be able to sound out words, some children will need word cards, etc.