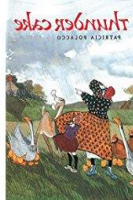




# Storm Paintings


**Standards:**

CA.VA.PS.1 - 5  
 ELA.SL.CC.PS.1 - 3  
 ELA.W.PD.PS.1


**Materials:**

- *Thunder Cake*
- images of storms resource
- paint brushes (different sizes)
- paint cups
- yellow, blue, black, white tempera paint
- easel paper
- Q-tips, cotton balls, sponges
- containers with water
- spoons
- containers for color mixing
- labels

**Vocabulary:**

- thunderstorm
- illustrator/-ion
- storm

**Preparation:** Set up materials. Flag pages in *Thunder Cake* where the storm is depicted.

**Intro to Centers:**

“In *Thunder Cake*, the **illustrator** depicted a **thunderstorm**. What do you notice?”

“Here are images of **storms**. What do you notice? How are these **storms** similar to or different from the **thunderstorm** in *Thunder Cake*?”

“Today in the Art Studio, you can create **storm** paintings. How can you create colors similar to the **illustrations** in *Thunder Cake*, or to the images?”

“What tools might you use to help you create your storm painting?”

*Show the cover and illustrations.  
 Children respond.*

*Show images.  
 Children respond.*

*Children respond.*

*Show available materials.  
 Children respond.*

**During Centers:** Have the text and the images of storms accessible in the Art Studio. Support children in mixing and naming paint colors. Support children to consider different ways of illustrating thunder and lightning, i.e., incorporating numbers in their paintings. Encourage children to use their storm paintings as backdrops in Dramatization 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 & 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 process; use the documentation to launch a discussion during Thinking and Feedback.

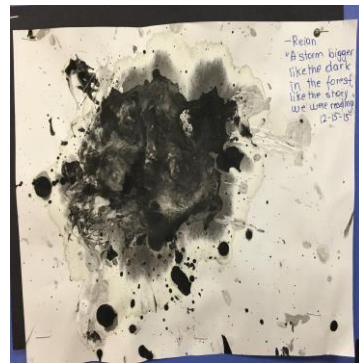
**Provocation:**

Keep children’s paintings and as they read other stories. Provide a variety of paper and encourage them to add to their paintings.

Suggest that children draw characters or scenes from books and add to their paintings.

Save colors that children created for continued use in the Art Studio.

Encourage children to illustrate the weather outside the classroom window or at recess.



Snow storm using cotton balls and sponges