



# Storm Stories



Writing &  
Drawing

## Standards:

ELA.LS.CSE.PS.1, 1a, 1f  
 ELA.LS.CSE.PS.2 - 2d  
 ELA.SL.CC.PS.1 - 3  
 ELA.W.TTP.PS.1 - 3  
 ELA.W.PD.PS.1  
 PHD.FM.PS.1

### Materials:

- *Thunder Cake*
- variety of paper
- blank books
- variety of drawing/writing tools
- erasers
- children's *Weather Research* work

### Vocabulary:

- thunderstorm: a rainstorm with thunder
- illustrate/ illustrator: person who makes pictures
- weather
- research: find information about something
- independent: by yourself
- collaborate: work together

**Preparation:** Set up materials.

### Intro to Centers:

"*Thunder Cake* is a true story about an author's experience with **thunderstorms**. What do you notice?"

"How did the **illustrator** use color to **illustrate** the thunderstorm?"

"Besides thunderstorms, what other kinds of storms have we learned about in **Weather Research** or in Read Alouds?"

"Today in Writing and Drawing you can use these materials to write storm stories inspired by *Thunder Cake* and your **weather** research."

"You can work **independently**- by yourself- or you can **collaborate** with a friend."

*Show illustrations.*  
*Children respond.*

*Children respond.*

*Children respond.*

*Show materials.*

***During Centers:***

Support children's writing by taking dictation and encourage children to collaborate, i.e. 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. Scaffold appropriately- some children will be able to sound out words, some children will need word cards, etc.

***Guiding Questions during Centers:***

- What was the inspiration for your story?
- How is your story similar to or different from *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 *Thunder Cake*/ your friend's story?

***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:***

Invite children to act out their stories in Dramatization 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 & Listening Center.