



Severe Weather Narrative

Crayon Resist Art Project

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3rd and 5th Grade

Visual Art/Writing/Science

Science

Standard 3.1.3 Design a solution that reduces the effects of a weather-related hazard. *Define the problem, identify criteria and constraints, develop possible solutions, analyze data from testing solutions, and propose modifications for optimizing a solution.* Examples could include barriers to prevent flooding or wind-resistant roofs.

Standard 5.1.5 Design solutions to reduce the effects of naturally occurring events that impact humans. *Define the problem, identify criteria and constraints, develop possible solutions using models, analyze data from testing solutions, and propose modifications for optimizing a solution.* Emphasize that humans cannot eliminate natural hazards, but they can take steps to reduce their impacts. Examples of events could include landslides, earthquakes, tsunamis, blizzards, or volcanic eruptions

Language Arts

Writing Standard 3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Visual Art

Standard 3.V.CR.2: Create a personally satisfying artwork using a variety of artistic processes and materials.

Standard 5.V.C.2: Experiment with and develop skills in multiple art-making techniques and approaches through practice.

Objective: The students will be able to describe in sequential order the events of a story having to do with severe weather. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Describe how weather and forecasts affect people's lives. Recognize the connections of visual arts to all learning.

Materials:

Watercolor paper, large brushes (or foam brushes, black watercolors, crayons)

Background for Teachers: Understand what is severe weather and understand wax resist paintings.

Student Prior Knowledge: Understand severe weather and structure of a paragraph.

Instructional Procedures:

Discussion:

Have the children think of a time that they were stuck in severe weather. Have them share with a neighbor or with the whole class. Brainstorm ideas for writing. They can also have the option of making up a story of experiencing severe weather.

Discuss how all good stories establish a good setting and character description. Have the students describe where and when the story takes place. Have them come up with a reason why they were at the setting in the first place (for example, why were just the child and his dad going to Little Caesar's? Why weren't his siblings there?)

Create a story outline:

Have the students use an outline (either already created or one they create themselves) to identify the problem, the events in order, and the resolution.

Create a first draft:

At this point, go through the writing process, writing the first draft of their story, revising, and editing. Get the stories ready to type.

Type the stories:

Give the students time to publish what they have written on a word processor.

