

# Feeling Hot, Cold and Wet

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## Visual Arts Lessons

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- Favorite Seasons

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# Feeling Hot

**Feeling Hot**

# Here Come the Clouds

## Creating clouds with tissue paper collage

### Learning Objectives

- Express thoughts and ideas about clouds and the experience of making a collage.
- Recognize the shapes and colors of clouds and sky.
- Build vocabulary related to the sky and to collage.
- Use collage glue and tissue paper.
- Tear paper into shapes.
- Arrange papers, overlapping them and affixing them to a surface.
- Create a collage with tissue paper that shows clouds in the sky.

### Materials

9"x12" heavy drawing or construction paper, sky colors  
Larger construction paper for mounting finished artwork  
Newsprint paper to practice tearing  
Tissue paper, assorted sky and cloud colors  
Collage glue  
Brushes

### Preparation

Mix collage glue  
3 parts white glue with 1 part warm water

- Combine in a jar or bottle with a screw-top lid.
- Shake until well mixed.
- Transfer to plastic containers for children's use.

Experiment with your own tissue paper collage before the activity to become familiar with the process. **T**



### TIP

Keep your collage to yourself. Allow children to discover their own expressions without adult examples.



## INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “sky” and “cloud,” and use the signs throughout the lesson.

**For children with visual disabilities,** alternate cotton balls and tissue paper for clouds so that the different cloud layers can be discerned. Children can also scrunch up the tissue to have more of a textured surface.

**For children with motor disabilities,** using adaptive squeeze scissors (called “spring scissors”) with assistance may be easier than tearing a cloud shape.

**For children with cognitive disabilities,** encourage them to name the colors and to count the clouds as they work.

## READ WITH ME

Books featuring clouds

Cloud Dance by Thomas Locker

Cloudy with a Chance of Meatballs by Judi Barrett, Illus. by Ron Barrett

Dreams by Peter Spier

It Looked Like Spilt Milk by Charles G. Shaw

That Sky, That Rain by Marilyn Otto

The Cloud Book by Tomie dePaola

**Key Vocabulary:** clouds, sky, collage, fluffy, wispy

## LISTEN UP

Songs about clouds

- “Puffy Clouds” by Norman Foote from If the Shoe Fits
- “It Rained a Mist” by Mike and Peggy Seeger from American Folk Songs for Children
- “One Hundred Raindrops” by Jessica Harper from A Wonderful Life

## ARTS EXPERIENCE

### Connecting to Past Experience

Go outside on a cloudy day or look out the window. Ask children to describe the clouds that they see. Encourage them to use descriptive words, such as large, fluffy, wispy. **Have you ever imagined pictures in clouds? What pictures do you see now? What colors do you see in the sky?**

Expand the concept. **What other kinds of clouds are there? What do clouds look like in a rainstorm? What color is the sky in a rainstorm? What do clouds look like when the sun is setting? What other colors can the sky be? What does the sky tell you about the weather?**

### Expressing Through Art

Invite children to create a collage of clouds.

Encourage children to discover an appropriate technique for a cloud collage. **What happens when we use scissors to cut? Do the scissors cut in smooth lines? Are the outlines of clouds smooth or are they fuzzy and wispy? What would be another way to get a cloud shape from a piece of paper?** **T**

Demonstrate tearing cloud shapes. Have children practice with you.

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### TIP

Be prepared for some struggles as children are not used to being told to tear paper. Typically, they are told not to tear paper. Practice with newsprint paper, then with tissue paper.



## TIP

Be prepared to soothe frustrations if the tissue paper keeps pulling off the paper. If the tissue paper does pull off, it will probably make an interesting imprint. Some children might want to pull it off on purpose.

Demonstrate gluing the cloud shapes.

- Brush a thin layer of collage glue on the drawing or construction paper where a cloud will be placed.
- Lay a tissue paper cloud on the wet glue. **T**
- Gently, start from the middle of the cloud and brush outward like sunbeams radiating from the sun, smoothing down the cloud.

Define and demonstrate overlapping. **Just as clouds can go behind each other, clouds can overlap in a collage. What happens when the different colored tissue paper overlaps?**

Once the collages are dry, mount them on larger pieces of construction paper for a finished effect.

## Talking About Art

Tell us about your cloud collage. What colors are in your collage? What is your weather report? What did you like about making a tissue paper collage? What was difficult?

## Extending the Experience

- Continue the collage with other materials. When the tissue paper collage is dry, encourage children to add a landscape to the collage, or other things in the sky, like birds or planes. Provide pages torn from magazines with appropriate pictures, assorted papers, scissors and glue.
- Suggest that children draw a sky picture with clouds in the shape of something, such as a cloud in the shape of a cat.
- Talk about how clouds move. Have children become clouds. Pretend to blow on them and have them move. Tell children you are filling them up with moisture. They are getting fatter and fatter. Finally they can no longer hold in all the water and they will produce rain. **Refer** to the lessons “Storm Dance” and “Wind Effects” in this section.

## INTRODUCING AN ARTIST WITH DISABILITIES

Vincent van Gogh was born in 1853 in Holland. He completed over 700 paintings and over 1500 drawings in less than 15 years.

But in his lifetime he sold only one painting!

Van Gogh loved to paint. He is known for his swirling, noticeable brush strokes and thick textured paint application. He thought that pictures were easier to understand than words.

Throughout his lifetime, Van Gogh experienced mental illness, meaning that he sometimes felt extremely sad or upset. Van Gogh found that he was happy when he was painting. He used color and his swirling brushstrokes to paint what he was feeling. In the last years of his life, he often sought help at hospitals.

His famous painting “Starry Night” shows the view from his room at the hospital. Another painting, “Dr. Gachet,” is a portrait of one of the doctors who cared for him. Today Van Gogh’s paintings hang in museums all over the world.

## LEARNING LOG

### Options:

Invite children to draw a picture of a cloudy day. Add a descriptive sentence.

Invite children to write about their experience making the tissue paper collage.

Suggested Title: A Cloudy Day or Clouds in the Sky



## Here Come the Clouds

### LEARN ALONG AT HOME

#### Dear Family,

During our visual arts activity, we made a collage of clouds. We talked about the different shapes and colors that clouds can be. Then we created a cloud picture by tearing tissue paper into cloud shapes and gluing them to a piece of paper.

Please talk to your child about the art activity and continue the learning experience at home.

#### Talking With Your Child

What does your tissue paper collage look like? What kind of weather does it show? Does it show a sunny day or a stormy day? Does it show a sunset? What did you like about making a tissue paper collage? What was difficult?

If your child shows you his or her collage: Tell me about your collage.

#### Ideas for Continued Learning

Select and read books from the library that feature weather or clouds. Consider:

- Cloud Dance by Thomas Locker
- Cloudy with a Chance of Meatballs by Judi Barrett, Illus. by Ron Barrett

- Dreams by Peter Spier
- It Looked Like Spilt Milk by Charles G. Shaw
- That Sky, That Rain by Marilyn Otto
- The Cloud Book by Tomie dePaola

#### With your child...

Go outside, look for clouds and notice their shapes. Describe the shapes and what they resemble. Observe the movement of the clouds. Talk about these observations.

Watch a weather report. Notice how the person describing the weather shows the cloud masses.

Create collages from the materials in the ART BOX.

### ARTS VOCABULARY

**Collage** – A work of art created by attaching materials, such as different kinds of paper, fabrics, etc., to a backing using glue or another type of adhesive. It may be combined with painting, drawing or writing.

# Rain Again?

Creating a rain scene with watercolor paint

## Learning Objectives

- Express thoughts and feelings about a rainy day.
- Recognize the effects of rain on the environment and personal plans.
- Build vocabulary related to rain and painting.
- Discover that watercolor paints change as more or less water is added to them.
- Create a rain scene using watercolor paint.

## Materials

Examples of watercolor paintings, if available  
Watercolor paper or absorbent white paper  
Watercolor paints  
Large brushes  
Tins or small containers of water  
Cotton balls

## Preparation

Write the rhyme, “Rain, rain, go away...” on chart paper. Add pictures to illustrate it.  
Cover tables with newspaper.  
Display many different pictures of rain scenes throughout the classroom.





## INCLUDING ALL CHILDREN

Teach the American Sign Language signs for “rain,” “wet” and “dry,” and use these signs throughout the lesson.

**For children with limited dexterity,** adapt paint brushes by slipping foam hair curlers over them to make them easier to grip. You can also build the grip up with white sports tape or bicycle handgrip tape. Remember to offer adapted materials to all children so that children with disabilities are not singled out.

## READ WITH ME

Books about rain

[Amy Loves the Rain](#) by Julia Hoban

[Bringing the Rain to Kapiti Plain](#) by Verna Aardema, Illus. by Beatriz Vidal

[Come a Tide](#) by George Ella Lyon, Illus. by Stephen Gammell

[Listen to the Rain](#) by Bill Martin, Jr. and John Archambault, Illus. by James Endicott

[Mushroom in the Rain](#) by Mirra Ginsburg, Illus. by Jose Aruego and Ariane Dewey

[Peter Spier’s Rain](#) by Peter Spier

[Rain](#) by Robert Kalan, Illus. by Donald Crews

[Rain Talk](#) by Mary Serfozo, Illus. by Keiko Narahashi

[The Rains Are Coming](#) by Sanna Stanley

[Umbrella](#) by Taro Yashima

[What Does the Rain Play?](#) by Nancy White Carlstrom, Illus. by Henri Sorensen

**Key Vocabulary:** weather, rain, watercolor paint, brush, wet, dry

## LISTEN UP

Songs about weather

- “I Can Sing a Rainbow” by Fred Penner from Happy Feet
- “One Hundred Raindrops” by Jessica Harper from A Wonderful Life
- “When the Rain Comes Down” by Cathy Fink from When the Rain Comes Down
- “It’s Raining” by Peter, Paul and Mary from Peter, Paul and Mommy

## ARTS EXPERIENCE

### Getting Started

When planning this lesson, consider organizing the painting component as a small group activity. Children may need extra attention.

### Connecting to Past Experience

Encourage children to remember a time that it rained. **How did the rain make the sky change? What color(s) was the sky? What did the clouds look like? How did the rain affect the road or the street? Were you inside or outside when it started to rain? How did the rain make you feel? Did you have to change your plans because of the rain? Did you want it to stop raining?**

Recite the following nursery rhyme together: **Rain, rain go away. Come again another day. Little Johnny wants to play.** Have children substitute their own names for “Johnny.” Repeat the rhyme, having children continuing to substitute words for “Little Johnny,” such as sad puppy, Big Momma, old grandpa, or long alligator.



**TIP**

Remember that the darker the tone of the color, the more pronounced the effect.

**TIP**

Using cotton balls to wipe away some areas while the painting is wet will give the impression of clouds.

Expand awareness. Is there a time when you were glad to see the rain? Are there times that you liked to play in the rain? What about watching the rain out of the window or listening to it when you are indoors? What sounds does rain make?

**Expressing Through Art**

Introduce watercolor paint and watercolor paintings. Watercolor paint is paint that usually comes in small cakes (a set) or tubes. The artist varies the amount of water that is mixed with the paint to create different effects. Show examples of watercolor paintings, if available.

Invite children to create rain pictures with watercolor paints. Demonstrate, then have the children do the activity with you.

- Carefully cover the entire piece of watercolor paper with water using a large paintbrush.
- Select a color for the rain. Using a paintbrush, add water to the cake of color until the brush is saturated with color. **T**
- Run the brush filled with color across an edge of the wet paper.
- Gradually tilt the paper at a slight angle and watch the color run down it forming streaks of “rain.”
- Keep tilting the paper more and more until the “rain” has descended to the bottom. **■**

**Talking About Art**

Tell us about your rain picture. What is the rain falling on? Does the rain feel cold or warm, heavy or soft? How does the rain affect the people, buildings, forest, etc.? What was it like to use watercolor paint?

## Extending the Experience

- Once the paintings are dry, invite children to draw or add collage to what is happening in the rain. Provide crayons and/or assorted papers, scissors and glue. ■
- Dance and move as the rain moves. Have children move as a light sprinkle of rain, a gentle shower, a heavy storm and a hurricane. Add the wind. Use rain sticks to accompany the dance.

## INTRODUCING AN ARTIST WITH DISABILITIES

Pierre-Auguste Renoir was a famous French painter who was born in France in 1846. He was part of a group of painters who were called “Impressionists” because they didn’t concentrate on the small details of a scene, but the impression that a person gets from everything in a scene. Impressionist painters often painted outside so that they could better see the way that light makes things look. Until the Impressionists started doing this, almost all painters only painted inside.

Renoir developed rheumatoid arthritis in 1911 and used a wheelchair. He had an assistant who strapped brushes to his hands so he could paint. He continued to paint for the rest of his life. His paintings hang in museums all over the world.



### TIP

Remind children that shapes can be torn as well as cut with scissors.



## LEARNING LOG

Invite children to draw a picture of a rainy day they remember. **Did the rain change the plans?** Assist children in writing a phrase or sentence about the experience.

### Option:

Invite children to dictate a story about rain for you to write or to make a recording of their story.

Suggested Title: A Rainy Day

# Rain Again?

## LEARN ALONG AT HOME

### Dear Family,

We read stories about rain and talked about our experiences with rainy days. Then the class used watercolor paint to create a rain scene. We painted across the top of a wet piece of paper, then held the paper at an angle so the paint would run down.

Please talk to your child about the experience, and together read a book about rain.

### Talking With Your Child

What did you learn about rain today? How did you make your watercolor painting? What colors did you use?

If your child shows you his or her painting: Tell me about your rain scene.

### Ideas for Continued Learning

Select and read books from the library about weather and rain. Consider:

- [Amy Loves the Rain](#) by Julia Hoban
- [Bringing the Rain to Kapiti Plain](#) by Verna Aardema, Illus. by Beatriz Vidal
- [Come a Tide](#) by George Ella Lyon, Illus. by Stephen Gammell
- [Listen to the Rain](#) by Bill Martin, Jr. and John Archambault, Illus. by James Endicott

- [Mushroom in the Rain](#) by Mirra Ginsburg, Illus. by Jose Aruego and Ariane Dewey
- [Peter Spier's Rain](#) by Peter Spier
- [Rain](#) by Robert Kalan, Illus. by Donald Crews
- [Rain Talk](#) by Mary Serfozo, Illus. by Keiko Narahashi
- [The Rains Are Coming](#) by Sanna Stanley
- [Umbrella](#) by Taro Yashima
- [What Does the Rain Play?](#) by Nancy White Carlstrom, Illus. by Henri Sorensen

### With your child...

Keep track of rainy days. On a calendar or a plan book, allow your child to draw a symbol each day to indicate the weather. After a month, talk about weather patterns and trends. Count the number of sunny days, cloudy days, rainy days. Have your child use this information to predict the weather for the next month.

Collect rain. Next time it rains, collect rainwater in a jar. Measure the inches of rainfall with a ruler.

### ARTS VOCABULARY

**Watercolor** – paint that uses water as a medium. The term is most often used to refer to transparent watercolor paints.



# Favorite Seasons

Illustrating a season with wet-chalk drawings

## Learning Objectives

- Express thoughts and feelings about a particular time of the year.
- Recognize preferences for different times of the year.
- Build vocabulary related to seasons.
- Identify a sequence of events.
- Use chalk as a drawing tool.
- Describe colors and subject matter in one's work and in works of others.
- Create a wet-chalk drawing that shows a particular season.

## Materials

Pictures showing different seasons

Multi-sensory examples of seasons

Easel pad and markers

Chalk, a variety of colors

Liquid starch

Large brushes, approximately 1"

Heavy white drawing or construction paper

Paper towels

## Preparation

Cover tables with newspapers.

Pour the liquid starch into small containers.

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## INCLUDING ALL CHILDREN

Teach the American Sign Language signs for the names of seasons appropriate to the children's locale. Use these signs throughout the art activity.

**For children with cognitive disabilities,** consider multi-sensory props representative of the different seasons. Show pictures. Have tactile examples of items such as acorns, apples, flowers, fruit, ice, leaves and sand. Play auditory examples of sounds of a storm, chirping birds, a rain shower and splashing in a pool (these can be found on sounds of nature recordings – ask your music specialist if you have questions). Incorporate the children's sense of smell by asking them to smell items such as flowers, hot apple pie, salty ocean air, chlorine pool water, wet wool mittens, etc. Remember to explain that some examples fit with more than one season.

**For children with visual disabilities,** place the paper on which the children will be drawing inside a tray with raised edges. This will help define the boundaries.

## READ WITH ME

Books that highlight the different seasons of the year or emphasize a particular season

[A Book of Seasons](#) by Alice Provensen

[Caps, Hats, Socks, and Mittens: A Book About the Four Seasons](#) by Louise

Borden, Illus. by Lillian Hoban

[Fall Is Here](#) by Jane Belk Moncure

[Fall Leaves Fall!](#) by Zoe Hall, Illus. by Shari Halpern

[Four Stories for Four Seasons](#) by Tomie dePaola

[Frederick](#) by Leo Lionni

I Have To Go! by Robert Munsch, Illus. by Michael Martchenko  
Peboan and Seegwun by Charles Larry  
Sleepy Bear by Lydia Dabovich  
Spring Is Here by Jane Belk Moncure  
Summer Is Here by Jane Belk Moncure  
The Boy Who Didn't Believe in Spring by Lucille Clifton, Illus. by Brinton  
Turkle  
The Happy Day by Ruth Krauss, Illus. by Marc Simont  
The Moon Was at a Fiesta by Matthew Gollub, Illus. by Leovigildo Martinez  
The Seasons of Arnold's Apple Tree by Gail Gibbons  
Thirteen Moons on Turtle's Back: A Native American Year of Moons by Joseph  
Bruchac and Jonathan London, Illus. by Thomas Locker  
Thomas' Snowsuit by Robert Munsch, Illus. by Michael Martchenko  
When Summer Ends by Susi L. Fowler, Illus. by Marisabina Russo  
White Wonderful Winter by Elaine W. Good, Illus. by Susie Shenk Wenger  
Winter Is Here by Jane Belk Moncure

**Key Vocabulary:** fall, winter, spring, summer, cold, hot

## LISTEN UP

Songs about seasons

- "I Can't Wait for Spring" by Sarah Pirtle from The Wind is Telling Secrets
- "Jumping in the Leaves" by Eric Nagler from Improvise with Eric Nagler
- "Late on a Cold Winter Night" by Phil Rosenthal from Comin' Round the Mountain
- "The Rhythm of Nature" by Kathy Lowe from The Rhythm of Nature





## TIP

Consider adding pictures to the chart to illustrate children's ideas.

# ARTS EXPERIENCE

## Getting Started

In planning this lesson consider:

- The climate in which children live. Adapt this lesson to the seasons that they experience. Some children may live in areas that have wet and dry seasons. Other children may live in climates where it never snows or rarely gets cold. After children are aware of their own climate, they can be introduced to other climates in which children live.
- Focusing on one season and then repeating the lesson at different times of the year.

## Connecting to Past Experience

Introduce seasons by talking about the current season. Expand the discussion to include all the seasons of the year. For each season ask children to describe the environment. **How do the trees, sky, flowers, roads, streets, etc., look? What colors do you notice most?** Show pictures of the different seasons.

Expand children's awareness by asking them about clothing, games and activities associated with different seasons. Chart their responses on an easel pad under the following categories: Fall, Winter, Spring, Summer. ■

## Expressing Through Art

Invite children to create a wet-chalk drawing about their favorite season. Demonstrate the technique, then have children create their drawings.

- Brush a small amount of liquid starch across the surface of the drawing paper.
- Draw with the chalk while the starch is still wet.

- Emphasize and demonstrate the properties of chalk. Drawing with the end creates a narrow line, while using the side creates a wide line with a different texture. Chalk leaves a grainy texture that may be blended with fingertips for a smooth surface and can be erased with a damp paper towel. ■
- Set aside drawings to dry.

**Option:** Drawing with chalk will work without the liquid starch.

### Talking About Art

Tell us about your wet-chalk drawing. What is your favorite season? What colors remind you of that season?

Have classmates look for visual clues that indicate the season depicted, for instance: someone wearing clothing that protects him from the cold, or large sun with sunrays emphasized.

### Extending the Experience

- Read stories about children who live in other parts of the world and experience different changes in seasons.
- Draw a winter scene using dark colored paper and only white chalk at first. Then add colored chalk to children's supplies.
- Create collages about a favorite season or time of the year. Use torn tissue paper and collage glue. **Refer** to the lesson "Here Come the Clouds" in this section.
- Create individual books or tape recordings about the seasons. Each child creates a work of art or an oral description for each of the seasons he or she experiences. Add a sentence describing each scene.
- Create a Big Class Book. Each child completes the sentence and illustrates a page. For instance: "In summer I (example: swim)"; "In fall I (example: rake leaves)."
- Create a television weather broadcast. Children pose as weather reporters, describing the weather for a given season, the activities they like to do and the clothing they like to wear at this time of the year.



### TIP

The starch acts as a fixative so chalk dust is not a cleanup problem.



## INTRODUCING AN ARTIST WITH DISABILITIES

Michael Waters was born in 1989 with a form of muscular dystrophy, a condition that limits the use of his arms and legs.

From an early age, Waters showed a great deal of talent as an artist, particularly with drawing and painting. He draws by positioning a pencil between his fingers and moving his upper body, and he paints by holding a brush in his mouth and using head movements.

When he was eight years old, with the help of his parents, he founded his own company, Waters' Colors Unlimited. He began his business by designing and painting holiday cards with winter scenes on them. He used the money he earned to purchase playground equipment for children who use wheelchairs at Wellington Elementary School, where he went to school in Wellington, Florida.

## LEARNING LOG

Invite children to draw a picture of themselves outside during their favorite season. Encourage them to write words that describe what they are doing or have them dictate a sentence for you to write.

Suggested Title: My Favorite Season Is \_\_\_\_\_

# Favorite Seasons

## LEARN ALONG AT HOME

### Dear Family,

As a class, we read stories and talked about the different seasons. During our visual arts activity, children created pictures to show their favorite season using a wet-chalk drawing technique. They painted liquid starch across their paper and then drew with different colors of chalk.

Please talk to your child about the art activity, and together read a book about the different seasons. You may also like to draw with chalk at home.

### Talking With Your Child

What season did you draw? How did you like drawing with colored chalk? What is your favorite color? What is your favorite season? What do you like about it?

If your child shows you his or her drawing: Tell me about your drawing and your favorite season.

### Ideas for Continued Learning

Select and read books from the library about different seasons. Consider:

- [A Book of Seasons](#) by Alice Provensen
- [Caps, Hats, Socks, and Mittens: A Book About the Four Seasons](#) by Louise Borden, Illus. by Lillian Hoban
- [Fall Is Here](#) by Jane Belk Moncure

- [Fall Leaves Fall!](#) by Zoe Hall, Illus. by Shari Halpern
- [Four Stories for Four Seasons](#) by Tomie dePaola
- [Peboan and Seegwun](#) by Charles Larry
- [Spring Is Here](#) by Jane Belk Moncure
- [Summer Is Here](#) by Jane Belk Moncure
- [The Boy Who Didn't Believe in Spring](#) by Lucille Clifton, Illus. by Brinton Turkle
- [The Seasons of Arnold's Apple Tree](#) by Gail Gibbons
- [Thirteen Moons on Turtle's Back: A Native American Year of Moons](#) by Joseph Bruchac and Jonathan London, Illus. by Thomas Locker
- [Thomas' Snowsuit](#) by Robert Munsch, Illus. by Michael Martchenko
- [When Summer Ends](#) by Susi L. Fowler, Illus. by Marisabina Russo
- [White Wonderful Winter](#) by Elaine W. Good, Illus. by Susie Shenk Wenger
- [Winter Is Here](#) by Jane Belk Moncure

### With your child...

Draw outside with colored chalk on the sidewalk or driveway. Your child may want to experiment by taking a little water and washing over the picture. **How many washings does it take to wash the chalk away?**

Try wet-chalk drawings. You will need to add liquid starch and chalk, both found in grocery or variety stores, to the ART BOX. Use light-colored, heavy paper.



# Here Comes the Sun

## Performing in the spotlight

### Learning Objectives

- Express ideas and feelings about the sun and sunny days.
- Identify the sun as a star in our galaxy.
- Build vocabulary related to the sun.
- Demonstrate a reaction to the spotlight through facial expression, gesture and body movement.
- Use a spotlight to focus action in a dramatization.

### Materials

Spotlight or heavy-duty flashlight

Construction paper to cover the light when the sun goes down

Easel pad, markers

## INCLUDING ALL CHILDREN

Teach children the American Sign Language sign for “sun,” and use it throughout the lesson.

**For children with emotional disabilities or who are shy,** keep in mind that they may feel uncomfortable in the spotlight. Try the following adaptations:




**TIP**

Consider adding pictures to the chart to illustrate children's ideas.

- Pair children and have them perform their favorite activities for each other.
- Ask children about their favorite activities, develop a group list, and then have the entire class pantomime the activities. ■

**For children with visual disabilities,** describe each pantomime. Play soft music during the time that the spotlight is on. Turn off the music when the sun “sets.”

**READ WITH ME**

Books that feature the sun

[A Promise to the Sun: An African Story](#) by Tololwa M. Mollel, Illus. by Beatriz Vidal

[Arrow to the Sun: A Pueblo Indian Tale](#) by Gerald McDermott

[Cats in the Sun](#) by Lesley Anne Ivory

[Dawn](#) by Uri Shulevitz

[Gathering the Sun](#) by Alma Flor Ada, Illus. by Simón Silva

[Sing to the Sun](#) by Ashley Bryan

[Sun Song](#) by Jean Marzollo, Illus. by Laura Regan

[Sun Up, Sun Down](#) by Gail Gibbons

[The Sun Our Daytime Star](#) by Jane Belk Moncure, Illus. by Helen Endres

[The Sun Our Nearest Star](#) by Franklyn M. Branley, Illus. by Don Madden

[When the Sun Rose](#) by Barbara Helen Berger

[Why the Sun and the Moon Live in the Sky](#) by Elphinstone Dayrell, Illus. by Blair Lent

**Key Vocabulary:** sun, sunny, star, galaxy, pantomime, spotlight, focus, action

## LISTEN UP

Songs about the sun

- “Here Comes the Sun” by Raffi from [Rise and Shine](#)
- “The Sun Inside Us” by Sarah Pirtle from [The Wind Is Telling Secrets](#)
- “May There Always be Sunshine” by Sarah Pirtle from [Two Hands Hold the Earth](#)
- “Look, Look the Sun Woke Up” by Sweet Honey in the Rock from [I Got Shoes](#)

## ARTS EXPERIENCE

### Connecting to Past Experience

Introduce the sun as a star in our galaxy. It is not the largest star, but it is the closest, which makes it appear to be the largest. Ask children to think about all the things people do when the sun is shining. What do you like to do on sunny days? Why do we need the sun?

### Expressing Through Drama

Invite children to pretend that the spotlight or the flashlight is the sun. Imagine that it rained all week and you couldn't go outside and play. Finally the sun comes out. What will you do? How will you feel? Remind children that pantomime is telling a story without words.

- As the spotlight shines on them, children stand and pantomime what they like to do on a sunny day.
- Classmates name the activity based on their observation of the pantomime. ■



### TIP

If children cannot figure out the activity, help them. If they still cannot figure it out, have the child pantomiming tell the class.



### TIP

As the children move, follow them with the spotlight (sun).

### TIP

You could have groups of children “gardens” stand up as the sun shines on them.

Vary the experience to include small groups of children. Shine the spotlight on three or four children at one time. ■

- Invite the group to pantomime what they like to do on a sunny day.
- Have the rest of the class guess the activities being pantomimed.
- Encourage the other children to imitate or build on the activity in their own way.

End the activity by having the light slowly fade out by covering the flashlight with a piece of construction paper. Have children say goodbye to one another and go home, now that the sun has gone down and night is falling.

### Talking About Drama

What did you like best about the pantomime? Review the list of things children said they like to do when it is sunny. Would you still be able to do these things after the sun goes down? Why or why not?

### Extending the Experience

- Create another pantomime about flowers responding to sunlight. Explain how the sun’s closeness to the earth affects the weather and the temperature and helps flowers to live and grow. Have children pretend that they are flowers. As the spotlight shines on them, have them open their petals and reach out to the sun. ■
- Have children make up different ways to bow. When the spotlight shines on them, have them take a bow. Encourage the audience to clap for them.
- Create a Class Book or tape recording entitled “Fun in the Sun.” Each child completes the sentence, “I like to \_\_\_\_\_ in the sun” and illustrates it, or tells a related story.
- Create a game of “\_un” words. Draw and cut out a large sun from tagboard. Write the word **sun** in the center, but instead of the letter S cut two horizontal slits. On a separate vertical strip of tagboard write a vertical list of different letters (e.g., **b, f, g, n, r, s, sp**). Children pull the vertical strip through the slit to create different “\_un” words.

- Use a globe and a flashlight to show that the sun doesn't really go down. Mark where you live on the globe with tape, hold a flashlight high to represent the sun and slowly turn the globe. Have children discover that each day we spend some of the time in sunlight and some of the time in darkness. Instead of the sun going down we are turning away from it.

## INTRODUCING AN ARTIST WITH DISABILITIES

Lynn Manning is an award-winning poet and playwright, an actor and former world champion judo player. He was a visual artist and juvenile counselor before losing his sight in 1978, when he received a gunshot wound to the head.

Mr. Manning now paints with his words. He uses a talking computer with a print recognition system to read, write, edit and research his works. He has a CD titled "Clarity of Vision" and has appeared in many television shows. He was the U.S. Olympic Committee's 1990 Blind Male Athlete of the Year, winner of the first World Cup for Blind Judo in Italy in 1991 and a silver medalist in the 1992 Paralympics in Barcelona.

## LEARNING LOG

Invite children to draw a picture of themselves doing something on a sunny day. Assist children in writing a descriptive phrase or sentence.

Suggested Title: Playing in the Sunshine



# Here Comes the Sun

## LEARN ALONG AT HOME

### Dear Family,

During our drama activity, children experienced how it felt to perform in the spotlight. They pretended that the light was the sun. When the sun came out they were happy because it meant they could go outside and play. Children pantomimed what they would do if it were a sunny day.

Please talk to your child about the experience and select some of the following ideas for continuing the learning at home.

### Talking With Your Child

What did you do when the spotlight was on you? What is your favorite activity on sunny days?

### Ideas for Continued Learning

Select and read books from the library. Consider:

- [A Promise to the Sun: An African Story](#) by Tololwa M. Mollel, Illus. by Beatriz Vidal
- [Arrow to the Sun: A Pueblo Indian Tale](#) by Gerald McDermott
- [Cats in the Sun](#) by Lesley Anne Ivory
- [Dawn](#) by Uri Shulevitz
- [Gathering the Sun](#) by Alma Flor Ada, Illus. by Simón Silva
- [Sing to the Sun](#) by Ashley Bryan
- [Sun Song](#) by Jean Marzollo, Illus. by Laura Regan

- [Sun Up, Sun Down](#) by Gail Gibbons
- [The Sun Our Daytime Star](#) by Jane Belk Moncure, Illus. by Helen Endres
- [The Sun Our Nearest Star](#) by Franklyn M. Branley, Illus. by Don Madden
- [When the Sun Rose](#) by Barbara Helen Berger
- [Why the Sun and the Moon Live in the Sky](#) by Elphinstone Dayrell, Illus. by Blair Lent

### With your child...

Play a game of “Freeze and Defrost” using a flashlight. Have your child remain very still and “frozen” when the light is not on him or her. Shine the light on your child and watch the “defrosting” as he or she moves around. Once the light is off, then it is time to “freeze” again. Reverse roles; let your child shine the light on you as you freeze and defrost.

Watch a sunset. Talk about all the different colors. Encourage your child to paint or draw a picture of a sunset. Different colors of crayons can be blended together and used on top of each other.

## ARTS VOCABULARY

**Mime** – An actor who pantomimes stories for an audience

**Pantomime** – A way to tell a story without words or sounds, with only facial expressions, gestures and body movements

# Storms and Sounds

## Creating sound effects for a story

**Refer** to the lesson featuring sound effects, “Sounds of Traffic,” in the How I Go From Here to There section.

**Refer** to the lessons “Wind Effects” and “Storm Dance” about wind and storms found in this section.

### Learning Objectives

- Express thoughts and feelings about thunderstorms.
- Build an awareness of a variety of sounds in the environment.
- Build vocabulary related to storms.
- Recognize storms in works of art.
- Discover that sound effects can enhance storytelling.
- Create sound effects using mouth sounds and a variety of objects.

### Materials

Cardboard tubes, one per child  
A rain stick  
Pots and pans, spoons  
A sheet of thin aluminum  
Dried peas  
A metal tray, cardboard lid, or aluminum pie pans  
Tin foil and paper that crinkles, like mylar  
Metal objects  
Wooden blocks or sticks  
Shakers – containers with lids, filled with beads and buttons





## TIP

Have children add sound effects as you read the story.

## INCLUDING ALL CHILDREN

Teach children the American Sign Language sign for “rain” and use it during the activity.

All children can participate in making sounds regardless of whether or not they can hear them.

**For children with hearing disabilities,** add visual effects to the sounds (for example, add “lightning” to the thunder by briefly shining a flashlight on the metal thunder plate while shaking it for the sound of thunder).

**For children with physical disabilities,** gather some materials in a box and assist them in using their hand to “stir it up” to make sound effects.

## READ WITH ME

Books about storms **T**

Bringing the Rain to Kapiti Plain by Verna Aardema, Illus. by Beatriz Vidal

Gift Horse: A Lakota Story by S. D. Nelson

Hurricane by David Weisner

Listen to the Rain by Bill Martin, Jr. and John Archambault, Illus. by James Endicott

Lost in the Storm by Carol Carrick, Illus. by Donald Carrick

One Stormy Night by Ruth Brown

Storm in the Night by Mary Stolz, Illus. by Pat Cummings

The Washout by Carol Carrick, Illus. by Donald Carrick

Thunderstorm by Mary Szilagyi

**Key Vocabulary:** thunder, lightning, rain, storm, sound effects

## LISTEN UP

Songs about storms

- “The Thunder Song” by Lisa Monet from My Best Friend
- “Shoveling” by Tom Chapin from Family Tree

## ARTS EXPERIENCE

### Getting Started

When planning this lesson, consider:

- Organizing children into small “sound effect teams” so materials can be shared.
- Organizing an area for two to three children at a time to experiment with making various sound effects. Include various metal objects, wooden blocks or sticks, rhythm instruments, tin foil and paper that crinkles, and shakers, etc. Children could also record their sound effects and add their own stories.

### Connecting to Past Experience

Invite children to share their feelings and experiences with thunderstorms. Tell us about a time that you experienced a thunderstorm. What was it like? How did it make you feel? What did you do?

Explain thunder and lighting. Explain how thunder sounds are made. Emphasize the precautions to take in a storm.



**TIP**

Depending on your area, adapt and expand the thunderstorm story to take place in the city, the country, the mountains, etc.

## Expressing Through Drama

Invite children to experiment with sounds. Frame the experiments with a story.

It is a dark and stormy night. You are inside, safe from the storm, but you can hear it outside your window and on the roof. First you hear the wind. Then you see a streak of lightening followed by a loud crashing noise. It is thunder! Now, here comes the pouring rain. ■

With each part of the storm invite children to make the sound effects. Encourage them to be creative and try different ways to make new sounds.

- Wind sounds through the cardboard tubes
- Shaking the thin metal plate for thunder
- Placing the dried peas on the tray and shaking it for the sound of rain

Experiment with additional sounds. Have children add mouth sounds to the use of objects.

## Talking About Drama

Have children finish the story. What else happened? What other sound effects could you make?

## Extending the Experience

- Draw a storm at night using a crayon resist technique. Have children draw the storm, encouraging them to press hard with the crayons. Then children cover the drawing with a dark blue watercolor wash. Notice how the bright colors like yellow pop out!
- Lead a class writing experience. Have children close their eyes, if they wish, and listen. Invite them to describe or name what they hear. Make a list of all the sounds at school. Repeat the experience outside.

- Listen for sounds. Play an audio recording of different sounds, and have children guess the sounds. Tell children how, before television, radio shows would tell stories to entertain people. **How do you think the storytellers made the stories seem more real? How do you think they made different sound effects?**

## INTRODUCING AN ARTIST WITH DISABILITIES

Marlee Matlin was born in Morton Grove, Illinois, on August 24, 1965. She became deaf when she was just an infant due to illness. Ms. Matlin began her career as an actress when she was seven years old, starring as Dorothy in a Chicago children's theater production of "The Wizard of Oz."

Later in life, she starred in the film, Children of a Lesser God, for which she won the Academy Award for Best Actress (the youngest actress to win this award) and the Golden Globe Award for Best Actress. She has performed in many movies and was the first deaf person to star in a television series, "Reasonable Doubts." Most recently, she has been seen on the television series "The West Wing."

## LEARNING LOG

Invite children to draw a picture of the thunderstorm they created with sound effects. Assist them in writing words that describe the sounds of thunderstorms or how thunderstorms made them feel.

Suggested Title: Noisy Thunderstorms



# Storms and Sounds

## LEARN ALONG AT HOME

### Dear Family,

During our drama activity, children learned to make sound effects for a story. Since the story was about a storm, they made sound effects to simulate the rain, thunder and wind.

Please talk to your child about the experience and perhaps read a book about a storm. You may also want to select one of the other ideas for continuing learning at home.

### Talking With Your Child

What sound effects did you make? How did your class make the sound of rain? Or the sound of thunder? Or the sound of wind? Did you make sound effects with your mouth or with other objects?

### Ideas for Continued Learning

Select and read books from the library about storms. Consider:

- Bringing the Rain to Kapiti Plain by Verna Aardema, Illus. by Beatriz Vidal
- Gift Horse: A Lakota Story by S. D. Nelson
- Hurricane by David Weisner
- Listen to the Rain by Bill Martin, Jr. and John Archambault, Illus. by James Endicott
- Lost in the Storm by Carol Carrick, Illus. by Donald Carrick

- One Stormy Night by Ruth Brown
- Storm in the Night by Mary Stolz, Illus. by Pat Cummings
- The Washout by Carol Carrick, Illus. by Donald Carrick
- Thunderstorm by Mary Szilagyi

### With your child...

Sit quietly, close your eyes and listen for sounds. Make a list, titled "Sounds at Home." Have your child bring the list to school to compare it with other lists of sounds. Make up a story that includes the sounds you heard.

Read or make up a story with your child that includes some actions that produce sounds. You could make up a short story about making a sandwich, such as:

**It had been a long day and we were hungry. You could hear our stomachs growl. We walked into the kitchen and opened a jar of peanut butter. We opened the silverware drawer and took out a knife. We scraped the inside of the jar and spread peanut butter on a piece of bread.**

Now retell the story and have your child make the sound effects for growl, opening a jar, opening a drawer, and using a knife to scrape the jar.

# Snow Sculptures

Pantomiming sculpting a statue from snow

## Learning Objectives

- Express thoughts and feelings about snow.
- Recognize three-dimensional forms in the environment – snow sculptures and/or sculptures in public places.
- Build vocabulary related to snow and sculpture.
- Pantomime the roles of the sculptor and the sculpture.
- Understand how characters interact with each other through intention and reaction to create drama.

## INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “snow,” “snowman” and “ice,” and use these signs throughout the activity.

**For children with behavioral, cognitive and emotional disabilities,** ensure that they know what is appropriate touching. Prevent inappropriate behavior before it occurs by adapting the lesson so that the sculptor models the pose (rather than forming it), and the partner mimics it.

**For children with visual disabilities,** describe each pantomime. Consider playing music during the sculpting activity.

**Children with cognitive disabilities or speech delays** will benefit from having body parts named; for instance, “Now she is making the snowman’s head.”





Some children may not want to be touched by another child or may not want to be the sculptor. They might enjoy pretending to roll a large snowball on the ground or pretending to shovel snow.

## READ WITH ME

Books about snow and ice

Don't Fidget a Feather! by Erica Silverman, Illus. by S. D. Schindler

Frosty the Snowman by Anne North Bedford

Katy and the Big Snow by Virginia Lee Burton

Norman's Snowball by Hazel Hutchins, Illus. by Ruth Ohi

Sadie and the Snowman by Allan Morgan, Illus. by Brenda Clark

Snow Day by Betsey Maestro, Illus. by Giulio Maestro

Snowflake Bentley by Jacqueline Briggs Martin, Illus. by Mary Azarian

The Big Snow by Berta and Elmer Harder

The First Snowfall by Anne and Harlow Rockwell

The Mitten: A Ukrainian Folktale by Jan Brett

The Snowman by Raymond Briggs

The Snowy Day by Ezra Jack Keats

Thomas' Snowsuit by Robert Munsch, Illus. by Michael Martchenko

**Key Vocabulary:** snow, sculptor, sculpture, pantomime, intention, reaction, drama

## LISTEN UP

Songs about snow and winter

- "It's Going to be a Long Winter" by Kim Wallach from Even More Favorite Children's Songs

# ARTS EXPERIENCE

## Connecting to Past Experience

Encourage children to talk about their perceptions and/or experiences with snow. **What is snow? Where does it come from? How do you think it feels to be out in the snow for a long time?** ■

Introduce sculpture. **Did you ever make a snowman? Did you ever notice the statue in the park? What do they have in common? How are they different?** Explain that sculpture has form – a top, bottom and sides. You can walk around it. It takes up space. ■

**Refer** to the lessons “Going Places” and “Floating Boats” in the How I Go From Here to There section for ideas on using three-dimensional forms.

## Expressing Through Drama

Invite children to become snowman sculptures through pantomime. Remind children that pantomime is telling a story without words. Organize pairs – one child is the snow and the other child is the sculptor. As the sculptor works, the child who is being formed into a statue assumes the position created by the sculptor. Select a partner and demonstrate. Invite children to follow your lead. ■

Remind children that once the sculpture is frozen into ice, it will not move. Have the ice sculptures melt, and the children reverse roles and sculpt again.

Encourage the sculptors to be clear about their intention (what they want). Remind the sculptures that they are snow and their job is to react to the sculptor.



### TIP

If you live in an area where children do not have concrete experiences with snow, have them imagine what it might be like, or show videotapes with snow scenes.

### TIP

Some children may have seen mannequins in store windows or entertainers in amusement parks who pose as statues.

### TIP

Discourage extreme or tiresome positions.

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**TIP**

Particularly use this idea if you live in an area that does not have snow.

## Talking About Drama

Tell us about your sculptures. As a sculptor, how did you work with the snow? As the sculpture, how did you feel? What did you like about being “formed”?

## Extending the Experience

- Write a class pen pal letter. Send it to a school in another part of the country noted for its snowstorms. Ask the pen pals what they like to do in the snow. ■
- Create snowmen from clay or Play-Doh. Invite children to pretend their sculptures “come alive” and tell a story about who they are and what they do.

## LEARNING LOG

### Options:

Invite children to write about their experience as a sculptor or as the snowman, or both!

Invite children to draw a picture of themselves as either the sculptor or the snowman. Label the drawing.

Suggested Title: Frozen Me or I’m Made of Snow

# Snow Sculptures

## LEARN ALONG AT HOME

### Dear Family,

As a class, we read stories and talked about snow. During our drama activity, children took turns both pretending to be a sculptor who was creating a snowman and being the snowman (or snowwoman) that was being created. The class did this all without words!

Please ask your child about the experience and continue the learning at home.

### Talking With Your Child

Which role did you like better – the one of the sculptor or the one of the snowman? Please tell me about your experience.

### Ideas for Continued Learning

Select and read books from the library about snow. Consider:

- Don't Fidget a Feather! by Erica Silverman, Illus. by S. D. Schindler
- Frosty the Snowman by Anne North Bedford
- Katy and the Big Snow by Virginia Lee Burton
- Norman's Snowball by Hazel Hutchins, Illus. by Ruth Ohi
- Sadie and the Snowman by Allan Morgan, Illus. by Brenda Clark

- Snow Day by Betsey Maestro, Illus. by Giulio Maestro
- Snowflake Bentley by Jacqueline Briggs Martin, Illus. by Mary Azarian
- The Big Snow by Berta and Elmer Harder
- The First Snowfall by Anne and Harlow Rockwell
- The Mitten: A Ukrainian Folktale by Jan Brett
- The Snowman by Raymond Briggs
- The Snowy Day by Ezra Jack Keats
- Thomas' Snowsuit by Robert Munsch, Illus. by Michael Martchenko

### With your child...

Pretend you are a lump of clay or a pile of snow. Have your child sculpt you into a statue. Reverse roles and sculpt your child.

Make up a story about a statue. What if the statue came alive (like Frosty the Snowman)? What would the statue do and say? You may want to make up this story after seeing an actual statue in a park or by an office building.

## ARTS VOCABULARY

**Sculpture** – A three-dimensional work of art, having length, width and depth

**Sculptor** – An artist that creates a sculpture



# Storm Dance

Creating movements to simulate an impending and subsiding storm

**Refer** to other lessons about weather and storms in this section: “Storms and Sounds” and “Weather Report.”

## Learning Objectives

- Express thoughts, experiences and feelings about changing weather and storms.
- Recognize possible body movements to express changing weather patterns.
- Build vocabulary related to storms.
- Demonstrate various directions and movement of different parts of the body.
- Create movements to tell a story about a storm.

## Materials

A recording of a “storm” represented in music, such as in “The Grand Canyon Suite” by Ferde Grofé, “The Four Seasons” by Antonio Vivaldi (which has an accompanying poem) or “Symphony No. 6: Pastorale” by Ludwig von Beethoven.

A recording of weather sounds

Rhythm instruments or a rain stick

Pictures of wind, rain, clouds and the sun to be used as props during the activity





## INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “listen” and “look,” and use the signs during the activity.

**For children with physical disabilities,** offer a “buddy” to assist in moving the wheelchair or gently helping the child to move his or her arms. Always first obtain permission of the child to be assisted.

## READ WITH ME

Books about changing weather and storms

Bringing the Rain to Kapiti Plain by Verna Aardema, Illus. by Beatriz Vidal

Cloud Dance by Thomas Locker

Cloudy with a Chance of Meatballs by Judi Barrett, Illus. by Ron Barrett

Eukee: The Jumpy Jumpy Elephant by Clifford L. Corman and Esther Trevino,  
Illus. by Richard A. DiMatteo

Gift Horse: A Lakota Story by S. D. Nelson

What Will the Weather Be? by Lynda DeWitt, Illus. by Carol Croll

What’s the Weather Today? by Allen Fowler

**Key Vocabulary:** weather report, storm, warning, dance, clouds

## LISTEN UP

Songs about storms

- “The Thunder Song” by Lisa Monet from My Best Friend
- “Snowman” by Rosenshontz from Family Vacation

# ARTS EXPERIENCE

## Connecting to Past Experience

Go outside. Have children describe the weather.

Expand the discussion. What different kinds of weather have you experienced? What do you typically do and wear when it is sunny, raining, etc.? Have you ever watched a weather report on television or heard one on the radio? Why do you think people watch or listen to weather reports? ■

Discuss situations when it is important to know about impending storms, such as planning for snowstorms or hurricanes; if you are planning an outdoor picnic; if you are going to the baseball game; or if you want to go swimming.

## Expressing Through Dance and Movement

Invite children to move as an impending storm would move. Have children stand around the room at arm's length apart. Give them a few minutes to become comfortable with their space. Then, ask them to move as they feel the storm coming on. Have the children move their bodies in their established space. Use a variation of the following: ■

At first there are only a few clouds and no wind at all. It is sunny.

Then the clouds become bigger and fatter and heavy with rain.

The light winds become stronger and move in every direction.

More wind and more and more clouds come until the sky is dark.

The sun is hidden.

The clouds burst open. Here comes the rain!

Sheets of rain. Gushes of rain.

After a while the rain becomes less and less.

Now there is only a gentle shower.

The clouds are disappearing ever so slowly.

Oh! What's this? The sun is starting to show from behind the clouds.

All is quiet again. ■



### TIP

Adjust the discussion for your locale and population.

### TIP

Play a recording or use rhythm instruments to accompany the dance. Varied sounds on a hand drum work well.

### TIP

Vary the narrative to include a storm that comes up quickly.

**TIP**

Alternate with weather reports using words.

## Talking About Dance and Movement

What was your favorite part of your storm dance? How did your movements show that the storm was coming? What kind of movement did you use to show the storm? How did your movements show that the storm had stopped?

## Extending the Experience

- Create a poem about different kinds of weather and then dance to it. Have children identify different types of weather and qualities of each (for example, sunny, cloudy, raining, snowy, hail and sleet, storms, hurricanes, tornadoes). On an easel pad or chalkboard, write the descriptions in a list or create a poem. Invite children to dance the descriptions or the poem.
- Take a field trip to your local weather station and/or watch a weather report together. Notice the computer graphics that are used to show the weather. Talk about the symbols that are used. Explain to children what a symbol is.
- Have children, or groups of children, take turns giving the weather report for the day without using words. The weather could be described with pictures, dance and/or pantomime. Invite children to make up the “extended forecast.” ■

## LEARNING LOG

Invite children to write or draw a picture about their storm dance.

Suggested Title: A Stormy Scene or A Stormy Dance

# Storm Dance

## LEARN ALONG AT HOME

### Dear Family,

As a class, we read stories and talked about weather and why it was important to know if a storm was coming. During our dance and movement activity we created a “storm dance” with movement that showed that the storm was getting stronger and then that it was dying down. The rain stopped and the sun was shining again.

Please talk to your child about the experience and together read a book about storms. Remember your child could dance the story as you read it.

### Talking With Your Child

Tell me about (or show me) your storm dance. How did you show that the storm was coming? How did you move like a storm? How did you show that the storm was ending? What was your favorite part of the dance?

### Ideas for Continued Learning

Select and read books from the library about weather and storms. Consider:

- [Bringing the Rain to Kapiti Plain](#) by Verna Aardema, Illus. by Beatriz Vidal
- [Cloud Dance](#) by Thomas Locker
- [Cloudy with a Chance of Meatballs](#) by Judi Barrett, Illus. by Ron Barrett
- [Eukee: The Jumpy Jumpy Elephant](#) by Clifford L. Corman and Esther Trevino, Illus. by Richard A. DiMatteo
- [Gift Horse: A Lakota Story](#) by S. D. Nelson
- [What Will the Weather Be?](#) by Lynda DeWitt, Illus. by Carol Croll
- [What's the Weather Today?](#) by Allen Fowler

### With your child...

Watch or listen to a weather report. If watching on television, talk about the different symbols and computer graphics that are used to show the weather.

Discuss what your family would need to do to prepare for a storm.



# Wind Effects

Moving with the wind

## Learning Objectives

- Express thoughts and feelings about the effects of wind.
- Recognize the effects of wind on people, objects and weather.
- Build vocabulary related to the wind.
- Identify objects that are directly affected by wind and make use of the wind, like windmills, weathervanes and flags.
- Demonstrate directional movement, lines, shapes, patterns and various velocities.
- Create wind effects and a dance inspired by the wind.

## Materials

Crepe paper streamers, two colors

Kite, wind sock, windmill, weathervane and/or flags

Pictures, art reproductions or a videotape of windmills

## Preparation

Cut crepe paper into strips approximately two times your arm length, one per child

Collect visuals, information and history about kites, windmills, weathervanes and signal flags





## TIP

Remember that children can dance the story as you read it.

## INCLUDING ALL CHILDREN

Teach the American Sign Language sign for “wind,” and use it during the activity.

**For children with limited dexterity and children without use of arms,** encourage their participation by attaching the crepe paper streamer to their legs. Shorten streamers used by children with limited movement to maximize the effect. Remember to offer this option to all children so those with disabilities will not be singled out.

**For children with hearing disabilities,** consider using a red card and a green card to indicate stopping and starting of the wind. Use cards with directional arrows as cues as to the direction of the movement. Children can take turns directing the group with the cards.

## READ WITH ME

Books about the wind **T**

Anatole Over Paris by Eve Titus, Illus. by Paul Galdone

Away Went the Farmer’s Hat by Jane Belk Moncure

Catch the Wind! All About Kites by Gail Gibbons

Curious George Flies a Kite by Margaret and H. A. Rey

Dragon Kite of the Autumn Moon by Valerie Reddix, Illus. by Jean Tseng and Mou-Sien Tseng

Gilberto and the Wind by Marie Hall Ets

Kite Flier by Dennis Haseley, Illus. by David Wiesner

Mirandy and Brother Wind by Patricia C. McKissack, Illus. by Jerry Pinkney

The North Wind and the Sun by Brian Wildsmith

The Wind Blew by Pat Hutchins

**Key Vocabulary:** wind, breeze, kite, windsock, windmill, weathervane, flags

## LISTEN UP

Songs about the wind

- “The Wind is Telling Secrets” by Sarah Pirtle from The Wind Is Telling Secrets

## ARTS EXPERIENCE

### Getting Started

When planning this lesson, consider conducting portions of it outdoors.

### Connecting to Past Experience

Introduce wind effects by displaying a variety of things that move in the wind. Hang kites, windsocks and/or flags by windows, air vents or fans so children can experience firsthand how they are affected by wind. Ask children to describe what they see. ■

Encourage children to relate this experience to other experiences with the wind. **What is it like outdoors on a windy day? What happens to your clothes, your hat? How does the wind feel on your face? Have you ever been on a sailboat?** ■

Expand the children’s awareness of wind effects by introducing windmills and weathervanes. Show pictures, if possible. **Windmills can generate power to grind corn, pump water and create electricity. Weathervanes were used throughout history so people could tell which way the wind was blowing and make predictions about the weather.** Emphasize and/or demonstrate the movements of windmills and weathervanes.



### TIP

You may want to expand this discussion to include the use of maritime flags as signals.

### TIP

Adjust the discussion to your locale and population.

**TIP**

You may have to demonstrate and have children follow your lead.

## Expressing Through Dance and Movement

Invite children to imitate the wind. Tell them that they will be exploring different movements without moving their feet!

Distribute a crepe paper streamer to each child, giving half the class one color and the other half another color. Have children stand in their spaces with enough personal space to freely move their arms without bumping into a classmate.

**Option:** Tape an X on the floor to mark each child's space.

Ask children to create a variety of wind movements with their streamers, arms, heads and torsos while remaining in one place. Encourage children to move in different directions, at different speeds, with different qualities of movement, such as smooth or stiff movements, and at different levels, such as being low to the ground or up in the air. ■

- Move like a gentle wind.
- Move like a gusty strong wind.
- Move left, right, up, down.
- Use only one hand, then two hands.
- Cross your hands over like a figure eight.
- Create the movement of a windmill.
- Create the movement of a weathervane.
- Create curved lines, straight lines, zigzag lines.
- Hold your streamer in your left hand and touch your right foot.
- Raise your streamer above your head.
- Wave your streamer below your waist.

## Talking About Dance and Movement

How many ways were you able to move your streamers without moving your feet? Which movement was your favorite? Why?

## Extending the Experience

- Create a two-part dance. Invite the group of children with one color streamer to move through the room as if they are the gentle wind. Ask the group of children with the other color streamer to move when they feel the wind. After a period of time, switch roles.
- Create a dance with three colors of streamers and experiment with different wind velocities.
- Invite children to pretend they are weathervanes that sit atop the school building. **How do you respond to the wind?** Tell children that when the wind is fierce, they will turn rapidly. When the wind is gentle, they will turn slowly. Play a wind instrument, or recording of one, loudly for a strong wind and softly for a gentle wind.
- Experiment with the effects of wind on different objects. Provide children with small pieces of tissue, gauze, a feather, or a balloon, or use soap bubbles outdoors. Encourage children to float the object in the air by either blowing on it or using their arms to create wind movement. Ask them to talk about their experiences and the results of blowing hard and softly.
- Make pinwheels. Have children cut out a shape from colorful cellophane and affix it loosely with a brad to a strip of cardboard. Have children make the pinwheels move by blowing on them.
- On a windy day, fly kites or windsocks with streamers. Have the children take turns and then talk about their experiences.

## LEARNING LOG

### Options:

Invite children to draw themselves moving with the wind. Add a descriptive phrase or sentence.

Invite children to write something they learned about the wind and/or a time that the wind affected what they were doing, i.e., flying a kite.

Suggested Title: When the Wind Blows



# Wind Effects

## LEARN ALONG AT HOME

### Dear Family,

As a class, we read stories and talked about the wind. During our dance and movement activity, children used crepe paper streamers and danced without moving their feet to an imaginary wind.

Please talk to your child about the experience and consider some of the ideas for continuing your child's learning at home.

### Talking With Your Child

Please show me your wind dance. (You could use a scarf or a piece of cloth instead of a crepe paper streamer.) Which part of the dance did you like the best? How did you dance a gentle wind? How did you dance a strong wind?

### Ideas for Continued Learning

Select and read books from the library about wind. Consider:

- Anatole Over Paris by Eve Titus, Illus. by Paul Galdone
- Away Went the Farmer's Hat by Jane Belk Moncure
- Catch the Wind! All About Kites by Gail Gibbons
- Curious George Flies a Kite by Margaret and H. A. Rey
- Dragon Kite of the Autumn Moon by Valerie Reddix, Illus. by Jean Tseng and Mou-Sien Tseng
- Gilberto and the Wind by Marie Hall Ets
- Kite Flier by Dennis Haseley, Illus. by David Wiesner
- Mirandy and Brother Wind by Patricia C. McKissack, Illus. by Jerry Pinkney
- The North Wind and the Sun by Brian Wildsmith
- The Wind Blew by Pat Hutchins

### With your child...

Use crepe paper streamers, cut approximately twice the length of your arm, to simulate different movements. Create the effects of wind moving slowly, quickly, to the left, to the right. Encourage your child to follow your lead without moving his or her feet.

Find cardboard tubes, or other tubes that can be used to make the sound of wind. Blowing across bottles also works. Have your child use this instrument to accompany a song and/or a dance.

Check the DANCE BOX for more ideas for dance and movement.

Fly a kite when the weather is suitable. Talk with your child about how the wind affects the kite.

# Hot and Cold

*Creating rising and falling movements*

## Learning Objectives

- Express thoughts and experiences related to thermometers, measuring temperature and hot and cold environments.
- Differentiate between hot and cold.
- Build vocabulary related to changing temperature.
- Demonstrate rising and falling movements and movements of different levels.
- Create a dance related to feeling hot and cold.

## Materials

Examples of different kinds of thermometers (mercury, red alcohol, digital)  
Sources of heat and cold, like lamps and ice

## Preparation

Test out the thermometer examples. Make sure there is a noticeable change.





## INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “hot” and “cold,” and use these signs throughout the activity.

**For children with cognitive or sensory disabilities,** provide safe opportunities for them to touch warm and cold objects such as a warm cup or ice. Add props to the dance, such as summer or winter clothing, to indicate warm and cold weather. This will give them additional cues.

## READ WITH ME

Books that emphasize either hot or cold climates, or both

Antarctica by Helen Cowcher

My Summer Vacation by Sumiko

On a Hot, Hot Day by Nikki Weiss

The North Wind and the Sun by Brian Wildsmith

The Sun is a Golden Earring by Roland Belting

Up North in Winter by Deborah Hartley, Illus. by Lydia Dabovich

What Will the Weather Be? by Lynda DeWitt, Illus. by Carol Croll

**Key Vocabulary:** rise, fall, hot, cold, temperature, mercury, thermometer, high, low, middle

## LISTEN UP

Songs about being hot and cold

- “What You Gonna Wear?” by Cathy Fink and Marcy Marxer from Help Yourself

# ARTS EXPERIENCE

## Getting Started

When planning this lesson, if your group is large, consider ways that children can easily see the rising and falling mercury of the thermometer. Consider:

- Organizing small groups, each with its own thermometer, led by an aide or an older student
- Having a large cardboard representation (or drawing on an easel pad) of a thermometer. Draw in the mercury as the actual thermometer is read.

## Connecting to Past Experience

Introduce thermometers and the concept of measuring hot and cold. Include a variety of ways that we measure temperature, like mercury and digital thermometers. **Have you ever seen thermometers inside or outside buildings? Why do you think they are there? When is it important to measure hot and cold?** Discuss using personal thermometers to determine if a person has a fever, the temperature inside and outside the house, the heat in an oven and the temperature of the water in a swimming pool. ■

Demonstrate what happens to a thermometer when warm hands are placed around it. Have children notice the mercury rising. Place the thermometer in ice. Show children how the mercury falls.

## Expressing Through Dance and Movement

Invite children to dance the rising and falling of the mercury and the hot and cold temperatures. Tell a quick story about a warm environment and then a story about a cold environment to give children a context for their dances.

**Option:** Encourage children to talk about hot and cold environments.



## TIP

Adjust the discussion for your locale and population.



Invite children to:

- Dance being hot when the mercury is high.
- Dance being cold when the mercury is low.

Expand children's movement to different levels. Have children:

- Create movements that are high. The body is as tall and high as it can be.
- Create movements that are low. The body is as close to the ground as possible, perhaps rolling or crawling.
- Create movements that are in the middle. The body is moving with bent knees or bent over.

Combine the movements. Have children:

- Dance being hot at a high level.
- Dance being cold at a low level.
- Dance being cool at middle level.

Expand the movements to include a leader. Ask for a volunteer to dance at a high or low level. Classmates respond by dancing at the same level; however, they can choose to dance being either hot or cold.

### Talking About Dance and Movement

What was your favorite part of the dance? Would you rather be hot or cold? How were your movements for hot and cold different?

### Extending the Experience

- Create a class story about a hot or a cold environment. You may want to start the story and then allow one child at a time to add to it. Encourage participation. **And then what happened?** Tell the completed story and, as a class, dance to it.

- Using a keyboard or a xylophone held upright to visually indicate high and low, play high notes and have children dance at a high level. Play low notes and have children dance at a low level. Alternate roles and have children respond accordingly.
- Display a giant thermometer as the focal point of a bulletin board. Have children draw pictures of themselves in warm and cold environments. Encourage them to show what they are doing and what they are wearing. Display the drawings depicting the warm environment at the top of the thermometer and the drawings depicting the cold environment at the bottom.
- Have children create a “Hot Weather” and “Cold Weather” collage by tearing or cutting pictures from magazines and pasting them on tagboard or construction paper. Display.
- Place a large thermometer outside the classroom every day. Discuss what the numbers mean.

## LEARNING LOG

Ask children which type of weather they prefer, hot or cold. Have them finish the sentence, “I like cold (or hot) weather because \_\_\_\_\_,” and then add a drawing about their sentence.



# Hot and Cold

## LEARN ALONG AT HOME

### Dear Family,

Hot or cold, which do you prefer? As a class, we talked about thermometers and watched the mercury of a thermometer rise in a warm environment and fall in a cold one. Then, during our dance and movement activity, we moved as if we felt hot and then as if we felt cold. Children were able to move at different levels – high, low and at the middle.

Please talk to your child about the experience, read a story about hot and cold environments, and perhaps, continue the dance and movement at home!

### Talking With Your Child

What is a thermometer? What happens to it when it is hot? When it is cold? Show me how you moved when the thermometer was hot. Show me how you moved when it was cold.

### Ideas for Continued Learning

Select and read books from the library that emphasize either hot or cold climates, or both Consider:

- Antarctica by Helen Cowcher
- My Summer Vacation by Sumiko
- On a Hot, Hot Day by Nikki Weiss
- The North Wind and the Sun by Brian Wildsmith
- The Sun is a Golden Earring by Roland Belting

- Up North in Winter by Deborah Hartley, Illus. by Lydia Dabovich
- What Will the Weather Be? by Lynda DeWitt, Illus. by Carol Croll

### With your child...

Create a book about clothing that is worn in hot weather (My Hot Weather Clothes) and clothing that is worn in cold weather (My Cold Weather Clothes). Adjust the content and title of these books to go with the climate in your region. On each page of the book your child draws one item of clothing and labels it, for example “Hat.” Have your child bring the book to class to share with classmates.

Rearrange clothing in the closet and/or in drawers, grouping together the clothing for warm weather and the clothing for cold weather. Label the drawers or sections of the closet with pictures your child draws or cuts from magazines to show both the type of weather for the clothing and what is in the drawers or closet.

Check the DANCE BOX for ideas. Dance together at a high level for hot temperatures by stretching upwards on tiptoes. Dance at a low level for cold temperatures by rolling or crawling on the ground. Dance in the middle for warm or cool temperatures by bending your knees.

# Weather Report

## Creating music with different instruments

**Refer** to and incorporate other lessons about weather including: visual arts lessons “Here Come the Clouds” and “Rain Again?”; the drama lesson “Storms and Sounds”; and dance and movement lessons “Storm Dance” and “Wind Effects”, all from this section.

### Learning Objectives

- Recognize different types of weather.
- Build vocabulary about weather and different musical instruments.
- Identify musical instruments and/or mouth sounds that may sound like weather.
- Demonstrate the sounds of different weather conditions.
- Create a musical composition by combining the sounds with others.

### Materials

**Refer** to “Playing Our Own Instruments” in the All About Me section, “I Love a Parade” in the How I Go From Here to There section and “Instruments Around Us” in the World Around Me section. **T**

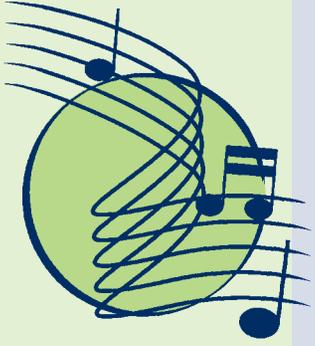
A selection of instruments:

- Xylophones
- Rain sticks
- Drums
- Cymbals
- Triangles
- Wind chimes
- Wooden sticks



### TIP

Remember that instruments in these lessons are interchangeable.



Instruments may be created from:

- Pieces of aluminum or PVC pipe
- A sheet of aluminum
- Water glasses

Use glasses with water at different levels to make chimes on which “raindrop music” can be played. **Refer** to the lesson “Instruments Around Us” in The World Around Me section for further instructions.

**Optional:**

- Access to a television for watching a weather report or the Weather Channel
- Picture cues of different kinds of weather

## INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “sun,” “rain” and “snow,” and use these signs during the lesson.

**For children with hearing disabilities,** use visual cues instead of sound cues to signify the weather.

Consider children with disabilities when selecting instruments. For example, children with limited dexterity would enjoy wrist or ankle bands with bells. Children with hearing disabilities could feel the sounds made by shakers, maracas or drums.

## READ WITH ME

Books about weather

It's Raining, It's Pouring by Kin Eagle

The Story of Lightning and Thunder by Ashley Bryan

The Sun, The Wind and The Rain by Lisa Westberg Peters, Illus. by Ted Rand

Time to Wonder by Robert McCloskey

What Will the Weather Be? by Lynda DeWitt, Illus. by Carol Croll

What's the Weather Today? by Allen Fowler

**Key Vocabulary:** weather, weather report, rain, sunny, windy, cloudy, foggy, xylophone, drums, triangle, cymbals

## LISTEN UP

Songs about weather

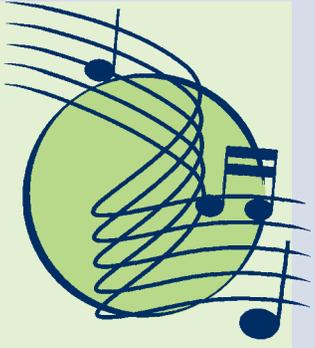
- "Rainbow 'round Me" by Ruth Pelham from Under One Sky
- "Weather Report" by Raffi from Radio

## ARTS EXPERIENCE

### Connecting to Past Experience

Ask children if they have ever watched, or listened to, a weather report, and/or watch one together. Point out the different visual symbols used to designate different kinds of weather and the computer graphics used to show cloud and weather patterns. Have children identify different types of weather.





## TIP

Remember to accept children's expressions and not allow children to criticize one another if something is not realistic.

Transition to the music activity. Just as the person reporting the weather uses symbols and computer graphics to create pictures of the weather, we can use music to create pictures about weather. These pictures are in our minds – in our imaginations.

## Expressing Through Music

Invite children to create a musical weather report by selecting and playing various instruments, along with mouth and body sounds, to give the feeling of different types of weather.

Emphasize that the music will not be realistic. You may not hear actual rain on a roof. We will create a mood that gives us the feeling that it is raining. This way, you can even play sun music! ■

Display a variety of instruments on the “magic music rug.” Have children select their instruments. **Refer** to “Playing Our Own Instruments” for a suggested way to introduce instruments.

Ask for volunteers to select instruments to depict a certain type of weather and test them out. **What does the class think?** Experiment by combining the sounds of more than one instrument. Experiment with mouth and body sounds, like soft and fast knee pats and feet tapping on floors. Use this exploratory method until the class has agreed on instruments and sounds or groups of instruments and sounds that suggest:

- Cloudy days
- Rain
- Storms
- Sunny days
- Hot and cold days
- Snow
- Windy days

Organize into musical groups, with each group creating music for a different type of weather. Take turns, one group playing after the other, to create a musical piece with all the different types of weather.

**Option:** Have children take turns being the weather reporter who describes the weather to which the other children respond with music.

## Talking About Music

What musical weather report did we create? What pictures did the music create in your mind?

## Extending the Experience

- Create a story to go with the musical composition. Narrate a short, simple story that has opportunities for creating musical images in children's minds, something like:

It was a dark winter night and the moon was shining on the soft white snow. We walked across the yard and saw our footprints on the path. A little wind made the icicles on the tree sway.

Give children plenty of time to work out just the right instruments and sounds to go with the story. The performance could be audio taped and played back to the class. Children could draw pictures to illustrate it.

- Sing songs about different kinds of weather such as "The Eensy Weensy Spider"; "Sun, Sun, Sun, Mr. Golden Sun"; "Raindrops Keep Falling On My Head"; "You Are My Sunshine"; "Let It Snow"; "It Ain't Gonna Rain No More"; and "It's Raining, It's Pouring." **Refer** to the lesson "Rain Song" in this section.

## LEARNING LOG

### Options:

Invite children to write or dictate a story to you about their experience with a musical weather report.

Invite children to draw themselves creating a musical weather report.

Suggested Title: A Musical Weather Report



## Weather Report

### LEARN ALONG AT HOME

#### Dear Family,

Music can give the feeling of a certain kind of weather. During our music activity, we read stories and talked about different kinds of weather. Then the class experimented with a variety of musical instruments and combined their sounds to suggest cloudy days, rain, storms, sunny days, etc.

Please talk to your child about the experience, and together select a book to read related to weather.

#### Talking With Your Child

What instrument did you play? What type of weather did your instrument represent? How did the class musical composition sound all together?

#### Ideas for Continued Learning

Select and read books from the library about weather. Consider:

- It's Raining, It's Pouring by Kin Eagle
- The Story of Lightning and Thunder by Ashley Bryan

- The Sun, The Wind and The Rain by Lisa Westberg Peters, Illus. by Ted Rand
- Time to Wonder by Robert McCloskey
- What Will the Weather Be? by Lynda DeWitt, Illus. by Carol Croll
- What's the Weather Today? by Allen Fowler

#### With your child...

Create your own musical composition using instruments from the MUSIC BOX. Add mouth sounds, clapping, finger snapping or foot tapping.

Watch the weather channel or listen to a weather report. Play along with homemade sounds from your MUSIC BOX.

# Breezy Chimes

Creating different sounds with wind chimes

**Refer** to the lesson “Wind Effects” in this section.

## Learning Objectives

- Express thoughts about experiences playing and listening to wind chimes.
- Recognize the movement of the wind and how it affects sound.
- Build vocabulary related to making and playing wind chimes.
- Produce sounds with wind chimes.
- Perform a musical composition in unison.
- Create sounds to go with a variety of different wind velocities.

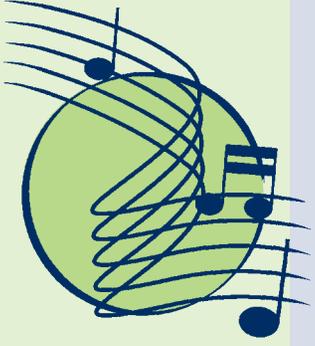
## Materials

A variety of wind chimes in large and small sizes, with examples made from materials such as bamboo, metal, flatware, wood and pottery

## Options for hanging base

- Ceramic clay flattened into pancakes with four to eight holes around the edge (but not too close!) and two holes next to each other in the middle. The clay must be fired to be durable.
- Plastic container lids with four to eight holes punched around the edge and two holes next to each other in the middle.





## TIP

Solicit the help of older students or other assistants or volunteers.

### Options for dangling chimes

- Old keys
- Small holiday bells
- Old spoons or forks
- Bamboo sticks
- Other metal objects

### For dangling and holding the chimes

Thread heavy string through the center holes so there is a loop with a knot. This loop is for hanging or holding the wind chimes.

**Optional:** A small electric fan, chopsticks

### Preparation

Collect several examples of wind chimes, homemade and/or inexpensive ones. Collect materials for wind chimes.

Collect or create (with the children) a wind chime for each child or pair of children. ■

Decide on an instrument (you can use a drum) to use as a signal within the activity if you want.

## INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “stop” and “start,” and use these signs in the activity.

## READ WITH ME

Books about the wind

Dancing the Breeze by George Shannon, Illus. by Jacqueline Rogers

Feel the Wind by Arthur Dorros

Gilberto and the Wind by Marie Hall Ets

Millicent and the Wind by Robert Munsch, Illus. by Suzanne Duranceau

Mirandy and Brother Wind by Patricia C. McKissack, Illus. by Jerry Pinkney

The Match Between the Winds by Shirley Climo, Illus. by Roni Shepherd

The Wind Blew by Pat Hutchins

**Key Vocabulary:** wind, windy, wind chimes, blow, breeze, sway

## LISTEN UP

Songs about wind

- “Who Has Seen the Wind” by Rachael Buckner from Hello Rachael, Hello Children

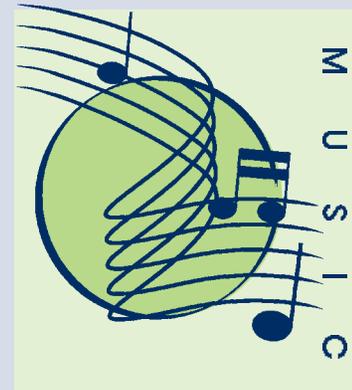
## ARTS EXPERIENCE

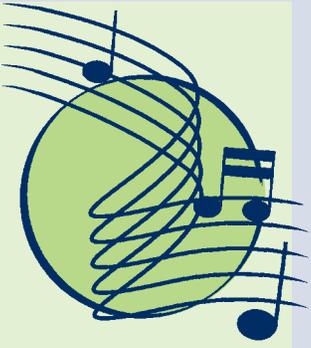
### Getting Started

When planning the lesson, consider conducting the activity in small groups, or in pairs, if there is not a set of wind chimes for each child.

### Connecting to Past Experience

Introduce wind chimes. Have you ever watched and listened to wind chimes? How did they move? What made them move? What sounds did they make?





### TIP

Children can move the chimes by swaying them or tapping them with a pencil or a little stick, such as a chopstick.

### TIP

A drumbeat or American Sign Language signs for “start” and “stop” are other possible signals.

Display a variety of different wind chimes and demonstrate the sounds. Invite children to listen carefully to the sounds. Ask them to describe what they hear. Build vocabulary by helping them with descriptive words; for example, the forks sound clunky, the silver chimes sound like icicles, etc.

Ask for volunteers to show how the chimes would move if there were a light, gentle breeze. **What if there were a strong wind?** ■

### Expressing Through Music

Prepare for creating sounds with wind chimes. Sit in a circle. Distribute a wind chime to each child. Have children place their chimes in front of themselves. When they’re ready, have them pick them up and practice different ways of dangling them or tapping them with a small stick.

Give children some private time to explore and discover the qualities of the chimes. **What do you hear? What do you hear when the chimes are gently moving? What do you hear when the chimes are moving with a greater force?**

Present the music conductor’s signals for playing the wind chimes. Demonstrate how you will count to three with your fingers. This is the signal that the wind chime music will begin. You will signal that the wind has stopped by placing your fingers on your lips. ■

Invite children to be the wind and create sounds. **You are the wind and all the chimes in the classroom will move together.** Wait for total silence. Give the music conductor’s signal. Invite children to move the chimes using the following suggestions:

- Make a soft breeze.
- Sway back and forth with the breeze.
- The breeze is dying down. Stop.
- The breeze is building up again.

- Make a soft breeze.
- Make a stronger breeze.
- Sway with the stronger breeze.
- Oh! It is becoming a very windy day.

### Talking About Music

What kind of sounds did the gentle breezes make? What about the stronger breezes on a very windy day? What were your favorite sounds?

### Extending the Experience

- Listen to the recordings “When the Rain Comes Down” by Kathy Fink from [When the Rain Comes Down](#) and/or “The Wind Is Telling Secrets” by Sarah Pirtle from [The Wind Is Telling Secrets](#).
- Repeat the activity outdoors so children can experience the wind moving their chimes.

## LEARNING LOG

Invite children to draw a picture of themselves holding their wind chimes. Is it a **gentle wind** or a **strong wind**? Write a descriptive phrase or sentence.

Suggested Title: The Wind Makes Music



## Breezy Chimes

### LEARN ALONG AT HOME

#### Dear Family,

During our music activity, we made a musical composition by moving wind chimes to create sounds. We created music to gentle breezes and to strong breezes.

Please talk to your child about the experience, and perhaps, together select and read a book about the wind.

#### Talking With Your Child

Tell me about your wind chimes. What did they look like? What kind of sounds did they make? How did you make a gentle breeze? How did you make a strong breeze?

#### Ideas for Continued Learning

Select and read books from the library. Consider:

- Dancing the Breeze by George Shannon, Illus. by Jacqueline Rogers
- Feel the Wind by Arthur Dorros
- Gilberto and the Wind by Marie Hall Ets

- Millicent and the Wind by Robert Munsch, Illus. by Suzanne Duranceau
- Mirandy and Brother Wind by Patricia C. McKissack, Illus. by Jerry Pinkney
- The Match Between the Winds by Shirley Climo, Illus. by Roni Shepherd
- The Wind Blew by Pat Hutchins

#### With your child...

Create your own wind chimes. Collect old keys, spoons and other metal objects. Tie them to a piece of wire, such as a wire clothes hanger bent into a circle or other shape. Hang them outside or by an open window. Listen as the wind blows through them.

Experiment with your chimes by holding them in front of a fan, by blowing on them, or by gently tapping them with a stick.

# Rain Song

*Singing, creating new words and sounds*

**Refer** to the lesson “Yummy in My Tummy” in the All About Me section.

## Learning Objectives

- Express thoughts and feelings about rainy days.
- Recognize that songs come from the imagination and everyone can make up songs.
- Build vocabulary related to rainy days.
- Identify instruments with sounds that suggest rain and/or weather related to rain.
- Demonstrate rain sounds using instruments.
- Create new words and sounds to a familiar song.

## Materials

Easel pad, markers

A selection of instruments: **T**

- Xylophones
- Drums
- Triangles
- Wooden sticks
- Rain sticks
- Cymbals
- Wind chimes
- Shakers



## TIP

Remember that the instruments listed in the music lessons may be used interchangeably among all the music lessons involving instruments. **Refer** to “Playing Our Own Instruments” in the All About Me section, “I Love a Parade” in the How I Go From Here to There section and “Instruments Around Us” in The World Around Me section.

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## TIP

Glass bottles can be substituted for the glasses.

Instruments may be created from:

- Pieces of aluminum or PVC pipe
- Dried peas in a jar for rain sticks
- Water glasses ■

Use glasses with water at different levels to make chimes on which “raindrop music” can be played. **Refer** to the lesson “Instruments Around Us” in The World Around Me section for further instructions.

## Preparation

Write the words to the song on an easel pad or the chalkboard.

## INCLUDING ALL CHILDREN

Teach children the American Sign Language signs for “rain” and “cloud,” and use these signs while singing.

**For children with hearing and speech disabilities,** encourage participation in class songs by allowing them to sing along whenever possible, sing along in sign language or play along with a musical instrument. Remember, when offering an optional participation method to one child, even if it is as an accommodation, offer it to all children as well.

**For children with limited dexterity,** modify the instruments. Provide wrist or headbands with bells sewn on or attach bells to the wheels of wheelchairs or scooters. Attach rain sticks to a limb or wheel with a simple Velcro strap. Add extra support to drumsticks by strapping them onto hands with Velcro.

## READ WITH ME

Books about rain or rainy days

Amy Loves the Rain by Julia Hoban

It's Raining, It's Pouring by Kin Eagle, Illus. by Rob Gilbert

Listen to the Rain by Bill Martin, Jr. and John Archambault, Illus. by James Endicott

Mushroom in the Rain by Mirra Ginsburg, Illus. by Jose Aruego and Ariane Dewey

One Rainy Night by Doris Gove, Illus. by Walter L. Krudup

Rain by Robert Kalan, Illus. by Donald Crews

Thunderstorm by Mary Szilagyi

Umbrella by Taro Yashima

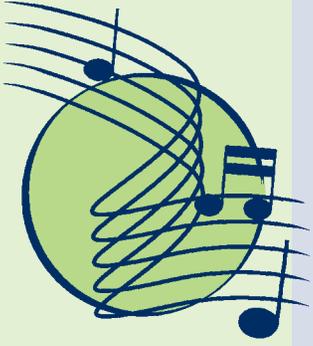
**Key Vocabulary:** weather, rain, sun, umbrella, wind, clouds, thunder

## LISTEN UP

Songs about rain

- “It’s Raining” by Peter, Paul and Mary from Peter, Paul and Mommy
- “When the Rain Comes Down” by Cathy Fink from When the Rain Comes Down





## TIP

The three tones used in this song are universally the first tones found in early childhood music. A child whose sense of pitch is not yet fully developed can often sing these tones with success.

## ARTS EXPERIENCE

### Connecting to Past Experience

Encourage children to talk about what they like to do on rainy days. **Refer** to the visual arts lesson “Rain Again?” from this section.

Transition to the music activity. **Let’s write a song about rainy days!**

### Expressing Through Music

#### Part One

Invite children to sing “It’s Raining, it’s Pouring.” ■

Talk about the song. **What is the weather like when it is raining?** Develop a list of words related to rain, such as cloudy, foggy, windy, and thunder, and write them on an easel pad.

Sing the song again, making up new words; for instance: **It’s foggy, it’s foggy. The old man is soggy. Got all wet, felt real cold, stayed inside and played.** The new lines do not have to rhyme, but it is a nice surprise when they do.

Sing the verses of the song again with different dynamics.

- A stormy verse could be loud.
- A cloudy verse could be whispered.
- One verse could be sung very quickly.
- Another verse could be sung very slowly.

#### Part Two

Add musical instruments to the song. Display instruments on the “magic music rug.” Review the list of words about rain. Have children suggest an instrument, or combination of instruments, with sounds that remind them of one of the words or verses. **Does it work?** Continue until an instrument(s) is selected for each verse.

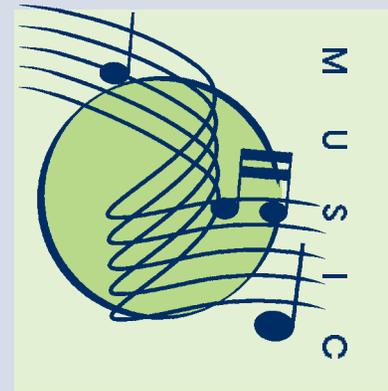
Sing the song again with one to three children taking turns accompanying the singing with the selected instruments. Repeat until all the children have had a turn playing an instrument. ■

### Talking About Music

What did you like about writing your own song? Which verse was the funniest? What was it like when we added the instruments to our singing? Was it harder to sing or just different? Do you know other songs that you have made up words for?

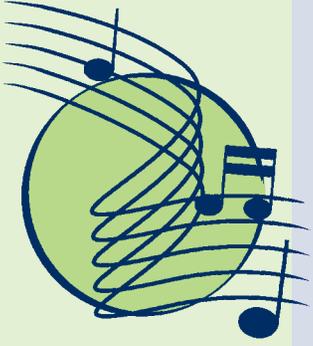
### Extending the Experience

- Create a Class Book with songs that the class wrote together. Have children add illustrations.
- Record the song(s) the class made up. Have the tape recording available in the library or listening corner.
- Add dance and movement to the experience. As children sing, have volunteers dance along to the music.
- Develop a class weather chart to record the daily weather.
- Try singing the song in American Sign Language.
- Play a game in which the educator plays an instrument behind a screen. Children listen and guess which instrument is being played by pointing to or naming one on the “magic music rug.” This will require some duplicate instruments.



### TIP

If there are too many words for children to remember, use only the first part of the song: “It’s foggy. It’s foggy. The old man is soggy.” Add, “It’s cloudy. It’s cloudy. The old man is...” (let children complete the line).



## INTRODUCING AN ARTIST WITH DISABILITIES

Stevie Wonder was born in Saginaw, Michigan, on May 13, 1950. Although he has been blind since he was born, Mr. Wonder says, “I did what all the kids my age were doing: I played games, rode bikes and climbed trees.” He also signed a deal with Motown records at the age of 10.

Since then he has become a famous musician, winning 17 Grammy awards and an Oscar for Best Song. One of his most famous songs is “You Are the Sunshine of My Life.”

## LEARNING LOG

Invite children to draw a picture of a rainy day. Help children add some descriptive words about rain, especially words from the songs they made up.

Suggested Title: A Rainy Day

# Rain Song

## LEARN ALONG AT HOME

### Dear Family,

As a class, we read stories and talked about rainy days. We sang the song, “It’s Raining, It’s Pouring” and made up new words to it. We developed a long list of words to describe rain and rainy days including, thunder, rain, cloudy, foggy, and windy. We made up several different verses and played musical instruments to the song as well.

Please talk to your child about the experience, and perhaps make up some new verses at home!

### Talking With Your Child

What rainy day song did you sing? Do you remember the parts that the class made up? Please sing the song for me. What instrument did you play? How do you like making up your own songs?

### Ideas for Continued Learning

Select and read books from the library about rain. Consider:

- [Amy Loves the Rain](#) by Julia Hoban
- [It’s Raining, It’s Pouring](#) by Kin Eagle, Illus. by Rob Gilbert

- [Listen to the Rain](#) by Bill Martin, Jr. and John Archambault, Illus. by James Endicott
- [Mushroom in the Rain](#) by Mirra Ginsburg, Illus. by Jose Aruego and Ariane Dewey
- [One Rainy Night](#) by Doris Gove, Illus. by Walter L. Krudup
- [Rain](#) by Robert Kalan, Illus. by Donald Crews
- [Thunderstorm](#) by Mary Szilagyi
- [Umbrella](#) by Taro Yashima

### With your child...

Talk about things to do on rainy days. Encourage your child to draw pictures about the activities. A group of drawings could be bound into a Rainy Day Book. Have your child create a cover for it and bring it to school to share with the class.

Make up different endings to familiar songs. For example, instead of: “It’s raining, it’s pouring. The old man is snoring,” change it to: “It’s foggy, it’s foggy. The old man is soggy.” Experiment with endings that rhyme and endings that don’t rhyme.

Play rhyming games. Start with a word and together with your child think of as many words as possible that rhyme with it. For example, start with fog. Continue with clog, frog, smog. Silly, nonsense words are okay too.

