

SCIENCE, ART AND WRITING

Age Level: 1st grade

Subject(s) Area: Science and Art

Materials Needed: 1 plastic bottle, paper, glue, shaving crème, water colors, salt, masking tape, paper plates, water cups

Standards:

Code and description: Science: 1.5.1. Explain that short-term weather conditions can change daily, and how weather affects people's daily activities.

Art: 4.3.1 Understand how a variety of subjects, themes, symbols and ideas* are incorporated in a selection of works of art.

4.6.2 Know connections between the visual arts* and other disciplines in the curriculum.

Writing: 1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Objectives:

What will the students know or be able to do?: Science: Students will be able to distinguish between different types of clouds and discuss how they affect daily activities.

Art: Students will create an art picture that represents a storm by using a variety of materials.

Writing: Students will explain, in writing, about their picture they paint in class.

Cognitive Level of Lesson (Bloom's Taxonomy): Understanding and creating levels

Learning Activities:

Opening Element: <https://www.youtube.com/watch?v=mU2PEjg2xE4>

Reflective Questions: Ask the students, "what can you infer from this video that we will be talking about today?"

Technology: Required Vocabulary: Water vapor: invisible gas

Condenses: gets smaller

Instructional Methods:

1. I will begin with a class discussion to get their prior knowledge on clouds by asking these questions:
 - a. What are clouds? "Clouds are a large collection of very tiny droplets of water or ice crystals and are so small and light that they can float in the air".
 - b. How are clouds formed? "all air contains water, but near the ground is it usually in the form of an invisible gas called water vapor. When warm air rises, it

expands and cools. Cool air can't hold as much water vapor as warm air, so some of the vapor condenses into tiny pieces of dust that are floating in the air and forms a tiny droplet around each dust particle. When billions of these droplets come together, they become a visible cloud".

- c. Why are clouds white? "They reflect the light of the sun. Light is made up of colors of the rainbow and when you add them all together, you get white."
 - d. Why do clouds turn grey? If the cloud gets thick enough or high enough, all the light above does not make it through. Also, if there are other clouds around, their shadow can add to the gray appearance.
2. I will hang or pass pictures of these clouds around to students:
 - a. Nimbus cloud- rain clouds
 - b. Cirrus cloud- thin and wispy clouds
 - c. Cumulus cloud- puffy clouds that look like floating cotton
 - d. Stratus cloud- gray blanket clouds that hang low in the sky. Rain or snow clouds.
 3. After talking about the clouds, we will make a class "Storm Bottle"
 - a. Water, salt, glue, plastic bottle, blue food coloring, dishwashing soap, masking tape.
 4. I will have the students return to their seats and pass out water colors, paint brushes and water cups.
 - a. I will explain that we are going to be making a storm picture in which they can make it look however they want. Discuss the colors usually used during a storm (blues, purples, blacks).
 - b. Show the students they can draw lightning bolts with a white crayon and then paint over it.
 5. I will then pass out the shaving crème and glue mixture that we will use as our clouds. Again, I will show them how to put this on their picture and explain how the shaving crème makes the clouds stand out. I will show them my completed picture so they know what it will look like with the clouds.
 6. The students will then write a few short sentences talking about their painting.
 - a. What type of weather/time of day did you paint?
 - b. What types of clouds did you make on your painting?

Guided Practice Strategies: Guided practice will occur during class discussion and making our storm bottle.

Independent Concrete Practice/Application: Independent practice will occur while they are making their storm pictures and writing about their storm picture.

Differentiation: I will be walking around the room during the art project and will help the students who need more understanding on the steps of making their picture.

Wrap-Up: I will have the students put their water colors away, throw their plate of shaving crème away, clean their desktops and pour the water from the paint into a bucket so I can discard later.

Assessment:

Formative: I will be walking around during the art project making sure everyone is understanding the task.

Summative: The art projects and writing they turn into me will be their assessment for this lesson.

Reflection: