

Sounds of Storms



Explore the unique sound qualities of weather elements and become united with the weather sounds with stormy instruments!

Essential Question

How can the patterns of weather and storms be understood through sound and music integration?

Overview

Sounds of Storms is an exercise used to teach students about weather, the sounds certain types of weather can make, different musical pitches, how to use a legend, and how to identify the beginning, middle, and end of a story. In this exercise, the students will create their own instrument (rainmaker, wind maker, or a thunder maker) to demonstrate the sounds that storms make. Once completed, the teacher will guide the students through the provided interactive story of Gracie the Goose. Using the legend in the story, the students will use their newly made noise makers at the appropriate times to make Gracie the Goose's journey come to life! After completing the story, students will be given a booklet with questions according to their learning level to ensure that they understand the lesson

Discussion Questions

1. In what ways does the sound of a drum resemble thunder? Explain.
2. How can you create the sound of wind with an instrument? Why?
3. What kinds of sounds are created during a thunderstorm as a result of the wind and the rain? Consider being at your house during the storm. What sounds would you hear in your home because of the storm?

Vocabulary

- Storm
- Lightening
- Thunder
- Snow
- Blizzard
- Rain
- Wind
- Tornado
- Musical instrument

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Step-by-step

1. Ask the class to explore the sounds of storms using their voices, hands, and feet. For example, if the class were to demonstrate what thunder sounds like, they might stomp their feet. By doing this, the students are being re-introduced to sounds they are probably already familiar with.
2. Have the students split into three groups (rain, wind, and thunder). Each group will have a designated table to sit and craft their noisemakers.
3. The students will begin crafting their noisemakers according to the instructions given below. Once the noisemakers have been assembled, the students will sit on the floor with their group and their noisemakers.
4. The teacher will read the story provided, letting the students ad-lib and make the appropriate noises during in the story. The students will use the legend to know when to make their noise.
5. After the story is finished, the students will then go back to their own desks and complete the booklet according to their learning level.

Creating A Wind Maker

Materials

- Flexible straws
- Scissors
- Tape

Directions:

STEP 1: Choose at least 4 straws.

STEP 2: Cut about one inch off of the first straw, two inches off of the next straw, three inches off of the next straw and continue in this pattern cutting each straw one inch shorter than the previous one. (You can cut them in whatever length you'd like, but this pattern provides a more even musical pattern in the end).

STEP 3: Tape your straws together in order by height.

STEP 4: Blow across the top of the straws (not into them).

STEP 5: Listen carefully!

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Creating A Rain Maker

Materials

- A tall plastic bottle with cap
- Lots of wooden toothpicks
- Wooden skewers (optional)
- Small uncooked grains (such as quinoa)
- A funnel (a paper one is fine)
- Glue

Directions:

STEP 1: Make sure the bottle is clean and empty.

STEP 2: Drop toothpicks into the bottle. Leave about an inch of empty space at the top. (If using skewers, drop a few skewers as diagonally as possible along with the tooth picks. This helps to keep the toothpicks from standing vertically.)

STEP 3: Using a funnel, pour 1/3 cup of quinoa into the bottle. (Do not use rice, as the grain is too large to move around the toothpicks.)

STEP 4: When you have the toothpicks and grains in your bottle, screw the cap on tightly and turn it over. Shake gently if needed to get the grains to fall. Listen to the “rain” sound. Then repeat.

STEP 5: Once you’ve successfully created a “rain” sound, carefully unscrew the bottle cap. Line the inside of the cap with glue, and screw it back on.

STEP 6: Enjoy the sound of rain!

Creating A Thunder Maker

Materials

- An empty coffee can (plastic top included)
- Colored Paper
- Washi tape/stickers
- Scotch Tape
- Markers or Crayons
- Scissors
- Chopsticks (optional)
- Elmer’s glue

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Directions:

STEP 1: Make sure the tin is clean and coffee free.

STEP 2: Secure the plastic top on the coffee can. (You can glue it on using elmer glue, but this is optional.)

STEP 3: Cut the colored paper to fit around your tin, then tape it in place.

STEP 4: Draw on and decorate the tin in any way you desire.

STEP 5: Once your drum is assembled decorated, use chopsticks or simply your hands to bang on the drum!

Conclusion


By the end of the lesson students should be able to identify the beginning, middle, and end of the story as well as the different sounds of weather, such as thunder and rain. They should also be familiar with the different pitches of music and how to correctly use a legend to pace the story appropriately.



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Gracey Goose Story



Gracey Goose is a goose who woke up too late to migrate with the other geese. She tries to catch up, but while flying runs into some thick, dark clouds.

It gets windy*,  and Gracey has trouble flying in a straight line. But she wants to find her friends, so she doesn't take shelter. She feels little wet drops* on her wings.

It starts to pour*.  "Maybe I should take shelter. But it's only rain. I'll go a little further." Then she sees a blinding flash of light followed by an enormous boom*! 

"Oh my! This is not safe! I must take shelter!" She takes shelter under a bridge. "I'll wait out the storm here." It stops raining. "Phew, maybe it's safe to start my journey again."

She emerges from the bridge, but it's extremely windy*.  "There's no way I can fly in this!"

The wind becomes louder and more forceful. The loud, booming sound from before is so loud that Gracey has to cover her ears*.  Branches and leaves start swirling around her and she sees a funnel shape in the sky.* 

"Oh no! Where can I go that is safe?" She looks around and sees a raccoon heading for a nearby house.

"Come with me," says the raccoon. "I know of a cellar nearby! We will be safe there."

Gracey follows the raccoon into the cellar.

"Thank you so much, Mr. Raccoon," she says. "Without your help, I would have been blown away."

They wait until they can't hear any noise outside. Mr. Raccoon peeks out of the door to make sure it is safe to go out. He nods his head yes, and they hug each other goodbye before Gracey flies off to find her friends.

She flies for what seems like forever. "Burr! Is just me, or is it getting colder?"


She keeps flying, despite the cold. The wind picks up*  and she starts to see little, cold, white specks.

The white specks become bigger and more frequent. The wind*  stings Gracey's face. It gets so cold that she starts to shiver.

"I need to find a warmer place to wait this out!" She continues to fly through the cold until she sees a nearby cave. "I can take shelter there and maybe even build a fire to keep warm."

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She flies into the cave and sees that there is a large bear who has already lit a fire. At first, Gracey is frightened by the enormous bear, but the windy*  cold outside the cave is more frightening so she decides to stay.

“Excuse me, Madam Bear, but may I share the fire with you?” Grace asks politely.

The bear turns around and slowly looks Gracey up and down. In a surprisingly high pitched voice, she replies “Why, little goose, you look positively frostbitten. Come and get warm, there is plenty of fire for the both of us.”

Relieved, Gracey takes a seat next to Madam Bear and they wait out the storm together.

The next morning, Gracey wakes up and sees that the storm has passed, and the ground outside is covered in cold, white ice.

“The weather is good enough to fly again. Thank you so much for your hospitality, Madam Bear, but I must say good bye and find my friends.”

Madam Bear engulfs Gracey in a huge hug.

“Good luck on your journey, Gracey Goose. Stay warm!”

Gracey flies off, yet again, to catch up to her friends.

She flies for days, only stopping to sleep and eat. The further she flies, the warmer it gets, and the ground below her starts to turn from white to green.

She flies over a lake and notices geese swimming, bathing, and relaxing in it. It takes her a moment before she recognizes the geese.

“My friends! I’ve finally found you!” She exclaims. She flies down and lands in the lake and calls out “Hello friends!”

At first, the geese are confused, but once they see Gracey’s face, they smile and swim over to her to hug her and kiss her cheeks. Finally, she was back with her friends and family.

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Georgia Performance Standards

ELA/Writing

ELAGSE3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELAGSE3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

ELAGSE3RL4: Determine the meaning of words and phrases both literal and nonliteral language as they are used in the text.

ELAGSE3RL6: Distinguish their own point of view from that of the narrator or those of the characters.

ELAGSE3RL7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Science

S2E3. Students will observe and record changes in their surroundings and infer the causes of the changes.

a. Recognize effects that occur in a specific area caused by weather, plants, animals, and/or people

S3L1. Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.

Visual Arts

VA3MC.2 Formulates personal responses to visual imagery.

a. Uses a sketchbook for planning and self- reflection.

b. Responds to big ideas, universal themes, and symbolic images to produce images with richer and more personal meaning.

VA3PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed- media) using tools and materials in a safe and appropriate manner to develop skills.

a. Creates ceramic objects incorporating the additive method using score and slip.

b. Creates sculpture using a variety of methods (e.g., papier- mâché, cutting, folding, found objects).

c. Makes decisions about surface treatment of sculpture or ceramic form.

d. Creates composition using traditional and/or contemporary craft methods

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VA3C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

- a. Makes interdisciplinary connections, applying art skills and knowledge to improve understanding in other disciplines.
- b. Creates works of art inspired by universal themes (e.g., self, family, community, world).

VA3C.2 Develops life skills through the study and production of art.

- a. Manages goals and time.
- b. Adapts to change.
- c. Works in teams.
- d. Guides and leads others.
- e. Directs own learning.
- f. Demonstrates persistence.

National Art Standards

VA: Cr1.2.2a

- a. Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).
- b. Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter

VA: Cr1.2.3a

Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process

Common Core Standards

Reading Standards for Literature

- 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 6. Distinguish their own point of view from that of the narrator or those of the characters.
- 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

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Writing Standards

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic and group related information together; include illustrations when useful to aid ing comprehension.
 - b. Develop the topic with facts, definitions, and details.
 - c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - d. Provide a concluding statement or section.
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking and Listening

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

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Language Standards

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases for effect.*
 - b. Recognize and observe differences between the conventions of spoken and written standard English.
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
5. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).