Explain to the students that they will be listening to a series of audio clips. After listening to each one, they will be asked to draw the image that ‘pops’ into their head while they are listening and write down some words to describe their image. **

Allow time to listen, draw and write, then allow time for students to share their images and description with a partner. Continue until this has been completed for all four sound effects.

Ask students to examine their images at the end of this process and sequence them in some way (let the students choose, but hopefully they will have the sequence of light rain, then into a thunder storm). The students then write a paragraph explaining why they chose to sequence their images the way that they did.

** The are a number of sites on the internet where you can download copyright free sound effects at no cost. For this activity, I found some news photographs on the internet that were taken during the tsunami (see links below). I tried to choose photos that allowed the students to see the sequence of events e.g. dark clouds rolling in, people with umbrellas, lightning hitting a skyscraper, large pool of water on a road etc. The students were able to create 4 distinct images based on these sounds that were relatively easy to sequence. I found it easier for them to draw the same setting (we chose a house) and to add elements to this setting that reflected the sounds that they heard. I did encourage them to include a tree in each drawing.

Revise the previous lesson and explain that this time we will be looking at pictures instead of listening to sounds. Recall and list describing words and phrases that were used in the previous lesson, encouraging the students to use rich vocabulary—look in a thesaurus for alternatives to simple descriptive words. Write these on a chart for future reference.

Distribute pictures to groups, allow time to look at them and discuss them with a partner. In pairs, discuss and write down basic information: **

- What do you see in the picture?
- Where do you think the picture was taken?
- When do you think the picture was taken?
- What might happen next?

In pairs, write a paragraph that describes what is happening in the picture.

** For this activity, I found some news photographs on the internet that were taken during the tsunami (see links below). I tried to choose photos that allowed the students to see the sequence of events e.g. dark clouds rolling in, people with umbrellas, lightning hitting a skyscraper, large pool of water on a road etc.

Be sure to use wave the illustration in advance for some students to create individual books. After the students have their photographs, they can then use these to create their own books. The inspiration for these activities came when I read an article in which Bruce Whatley described how he and the illustrator created the illustrations for the book 'Flood'. Other activities to suit this book can also be found at: http://www.scool.scholastic.com.au/schoolzone/toolkit/Free.pdf

As a whole class, read a text by Bruce Whatley that explains how he created the illustrations for the book 'Flood' and why he chose to use acrylic paint. Re-read the book and ask students to give their opinion on the effectiveness of the illustrations. Pose the questions:

- Do you think that the illustrations fit the text? Why/why not?
- Do you think the style of illustration enhances the meaning of the text? Why/why not.

Explain to the students that they will be using the same method as Bruce Whatley to turn photo copies of their photographs into illustrations, then using the illustrations and their paragraphs to create a book. Allow the students to paint their photographs.

The student use a word processing program to publish their descriptive paragraphs. Mount on thin card along with their paintings. Laminating and create a book.

- ** The technique involves using watered down acrylic paint and making sure that the picture is placed on an angle when painted so that the paint runs.