UNIT 3: WIND AND WATER / WEEK 1

Small Groups:

What Can Air Move? (*High Support*)

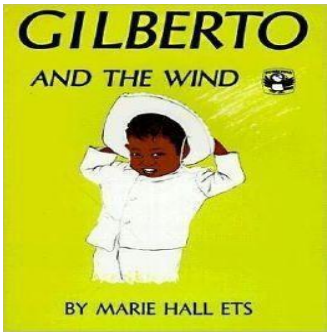
Standard Connection:
ELA.RL.PK4.7
ELA.SL.PK4.3
S.PS.PK4.1
S.PS.PK4.2
S.PS.PK4.4
PD.SHS.PK.4.5

Enduring Understanding(s):

- Living things respond in different ways to different kinds of weather.

Essential Question(s):

- How do living things gather information that will be useful to them and others?

Materials	Vocabulary	Books
• *Gilberto and the Wind* • tabletop or hand-held fan • hair dryer • tray • chart paper • marker • variety of objects of different sizes/weights, (corks, aluminum foil, ping pong balls, stapler, etc.)	**speed:** how fast an object is moving **heavy:** hard to lift **light:** easy to lift **observe:** watch and listen carefully **results:** what happened **experiment:** try something **test:** try to figure out if something will work or not **predict:** what you think will happen **data:** facts collected	

Procedure

Preparation: *Set up materials.*

Procedure: Show illustrations from *Gilberto and the Wind*. Encourage children to notice how the wind moved some things very easily but was unable to move other objects. Tell children that they will conduct an **experiment** to **test** whether wind is able to move various objects.

Set out a tray with objects to be **tested**. Ask a child to pick one of the objects and describe how the object feels (**light**, **heavy**, etc.). Ask the child to **predict** if the wind will move the object and to explain why or why not. Have other children hold the object and make **predictions**. Use an **observational data** chart to record children's **predictions**.

Encourage children to **observe** and discuss what happens when the object is placed in front of a fan/hair dryer at low **speed**. If the object did not move, turn the fan/hair dryer to high **speed** and **re-test**. Record **results** on **observational data** chart.

After all objects have been **tested**, **experiment** using wind to move objects on different surfaces (the rug, a counter, etc.) to see how that impacts the movement of the objects.

Encourage children to identify the variables that affect the movement of the objects.