



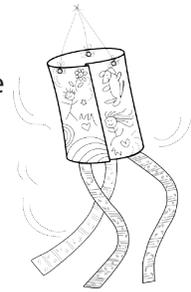
# WEATHER

## BIG IDEA

Children are eager to explore and describe the world around them, including changes in the weather and seasons. Children predict and describe weather types, select appropriate clothing, and explore weather-related safety issues.

### Content objective(s):

The child will use art materials to make a windsock and use appropriate language to discuss wind intensity and direction. The child will draw a picture to describe and explain how the wind moves.



### Materials needed:

- ◆ Unit book: *Weather*, by Caroline Harris
- ◆ Sheet of construction paper
- ◆ Piece of string or yarn
- ◆ Eight to 10 strips of crepe paper, tissue paper, or ribbon
- ◆ Drawing paper
- ◆ Glue, tape, or stapler
- ◆ Crayons, hole puncher

### Lesson vocabulary:

- ◆ windsock—manga del viento
- ◆ direction—dirección
- ◆ strong wind—viento fuerte
- ◆ streamer (ribbon)—cinta de papel o listón
- ◆ breeze—brisa

### Texas Prekindergarten Guidelines (Revised) domains addressed:

#### Language and Communication:

II.A.2. Child shows understanding by following two-step oral directions, and usually follows three-step directions.

#### Science:

VI.A.2. Child investigates and describes position and motion of objects.

VI.C.3. Child observes and describes what happens during changes in the earth and sky.

#### Fine Arts:

VIII.A.1. Child uses a variety of art materials and activities for sensory experience and exploration.

#### Physical Development:

IX.A.2. Child coordinates sequence of movements to perform tasks.

IX.B.1. Child shows control of tasks that require small-muscle strength and control.

## Activities:

### 1. The home educator models and demonstrates for the parent.

Remind the parent and child that we've been learning about weather. Say,

 *What's the weather like today? (Pause) What are you wearing today? (Pause) (Help the child connect his/her clothing to the weather.) Today we will be learning about the wind. Have you felt the wind? (Pause) How does it feel when you're standing outside in the wind? (Pause) Yes, the air is moving all around you.*

*The air outside sometimes is strong and sometimes is not strong. When the wind is strong, it can move things like leaves, branches, paper, and your hair. When the wind is not strong, it feels nice—then you can call it a breeze. Today we are going to make a windsock that will help us explore how the wind moves things.*

*Let's watch the trees. What do you notice about the leaves and branches?*

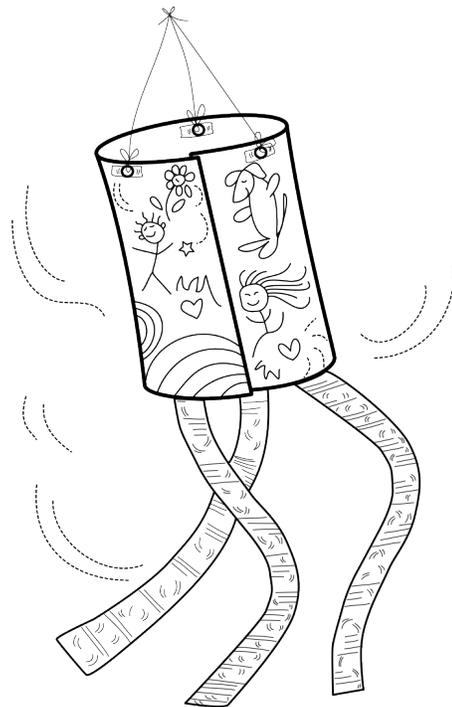
If the leaves and branches are moving, prompt the child to identify wind being responsible for their movement. If the leaves and branches are not moving, ask the child whether he/she has seen the leaves and branches when they were moving.

Explain the sound that the wind makes. Say,

 *Sometimes, you can hear the sound the wind makes. Have you ever heard this sound? (Make the sound of wind with your mouth and invite the child to imitate you.)*

Set up materials to help the child assemble a windsock.  
Below are the directions:

1. The child decorates a piece of construction paper. After it's decorated, roll the paper into a cylindrical shape and staple, tape, or glue it.
2. The child then attaches strips of tissue paper or crepe paper to the bottom of the cylinder by gluing them onto the construction paper.
3. The home educator punches holes near the top of the cylinder to tie pieces of string to be used to hold or hang the windsock. Tape can be used to reinforce the paper around the holes so it doesn't tear.
4. The windsock is ready to test the wind.



Examine the windsock inside the house. Ask the child,

☞ *Is it windy in the house? **(Pause)** No, there is no wind in the house. It is only windy outside or if you have a fan blowing. Look at the streamers. What do they look like? **(Pause)** Right, the streamers are not moving because there is no wind. Let's take our windsock outside.*

Take the windsock outside and say,

☞ *Let's observe how the windsock moves in the wind. Are the streamers on the windsock moving? **(Pause)** What direction are the streamers flying? **(Pause)** That is the direction the wind is blowing. When the streamers are moving what do you think that means? **(Pause)** When the streamers move a lot, the wind is strong. When there is no wind, how do you think the streamers will look? **(Pause)** Is the wind strong or not strong today? **(Pause)** How do you know?*

*What did we learn about the wind today? **(Pause)** Good job! Every day you can use your windsock to observe the wind and tell whether it is strong or not strong and which direction it is blowing.*

## 2. The parent works with the child.

The parent should work with the child to draw two pictures. First, help the child draw a picture of what the windsock looks like inside the house. The parent should discuss with the child that the streamers are not moving because the wind is not blowing.

Then help the child draw a picture of what the windsock looks like outside in the wind. The parent should expand the discussion to include language concerning the general direction of the wind (Point to the general direction of the wind and say, *The wind is coming from that direction*, but do not discuss compass directions).



The child can help the child label the pictures “windy” and “not windy.”

## 3. The child works with the parent's help.

After the drawing and discussion about the windsock, the child can take the windsock outside again and explain to the parent what he/she knows about the wind and how it moves things.

## 4. The child works independently as the parent and home educator watch for learning.

The child accurately identifies whether the wind is strong or not strong and can tell which

direction the wind is blowing.

## 5. The home educator summarizes the lesson.

Finish by reviewing the content objective and talking about what the family learned today.

## Follow-up questions to deepen the child's thinking:



1. *Have you ever been in very strong wind? (Pause) Tell me about it.*
2. *Why can't we feel the wind inside the house?*
3. *If you are in the house, how can you tell whether it is windy outside?*
4. *If you are outside and it is windy, where can you go to get away from the wind? (e.g., behind a wall, behind a large tree, etc.)*

## Ways to extend the lesson concepts:

1. Help the child attach the windsock to a pole or tree branch with more string and leave it outside a window so he/she can observe it.



2. Make a kite and fly it on a windy day. Directions for making a kite are in the unit book, *Weather*, by Caroline Harris, on pages 42 and 43. Talk about how a kite is like a windsock.



3. Explain that sometimes the wind is used to move things. Read about sailboats in *Sail Away Little Boat*, by Janet Buell.



4. Demonstrate another method to determine wind direction, by tossing a piece of grass, a dried leaf, a feather, or some other light-weight item into the air.



5. Visit the public library and check out the book, *Feel the Wind*, by Arthur Dorros. Read the book aloud to the child.

## Modifications:

If the lesson activity is too hard—

1. Talk about wind intensity or direction, but not both.
2. Have the parent model how to draw the pictures of the windsock, or provide illustration from page 2, before asking the child to draw them.
3. Provide extra support and clues as the child explains what he/she knows about the wind.

**If the lesson activity is too easy—**

1. Talk about wind force and help the child understand that it would be harder to walk against the wind than with the wind. Demonstrate this concept if it is a windy day.
2. Extend the conversation to talk about extreme wind, like in a tornado or hurricane. Refer to the unit book, *Weather*, by Caroline Harris.
3. Talk about a weather vane and how it can help determine the direction of the wind.

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### **Teaching tip:**

Conduct this lesson on a windy day, if possible. If not possible, use an oscillating fan to demonstrate the movement caused by the wind.

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# WEATHER (LESSON 4)

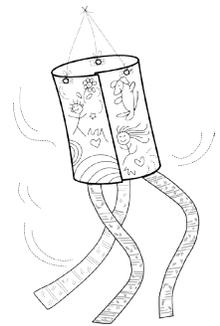
## PARENT PAGE

### What we are learning:

Your child will use art materials to make a windsock and use appropriate language to discuss wind intensity and direction. He/she will draw a picture to describe and explain how the wind moves.

### Words to know:

- ◆ windsock—manga del viento
- ◆ direction—dirección
- ◆ strong wind—viento fuerte
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### What to ask:

1. *Have you ever been in very strong wind? (Pause) Tell me about it.*
2. *Why can't we feel the wind inside the house?*
3. *If you are in the house, how can you tell whether it is windy outside?*
4. *If you are outside and it is windy, where can you go to get away from the wind? (E.g., behind a wall, behind a large tree, etc.)*

### What else to do:

1. Help your child attach the windsock with more string to a pole or tree branch and leave it outside a window so he/she can observe it.
2. Search the Internet for directions and make a kite to fly on a windy day. Talk about how a kite is like a windsock. If you do not have a computer, go to the public library for access.
3. Demonstrate another method to determine wind direction, by wetting your finger and feeling the wind.
4. Visit the public library and check out the book, *Feel the Wind*, by Arthur Dorros. Read the book aloud to your child. Also check out *Sail Away Little Boat*, by Janet Buell, to read about sailboats. Explain that sometimes the wind is used to move things.

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