

Windy Weather



Growing. Playing. Learning.



Keep in mind that any materials you might need a little bit more time to gather are featured in red.

Get Ready!

If at all possible, locate a kite & a pinwheel to use during this unit. If you do not have these, perhaps one of the families in your program does. See the Materials List for other materials to gather/prepare.

The wind. The children will explore many different aspects of wind in your next unit, "Windy Weather." For instance, one day the children will explore how the wind dries things and on another day, they will explore how wind moves things. This unit is going to be packed with science experiences that challenge children to use their senses to discover while making and testing predictions. Keeping a chart of windy and not windy days will not only help the children build background knowledge about the weather in your area, it will also help them practice counting skills as well.

The activities included in this guide are merely a starting point and not an "end all." Please incorporate your own activities and experiences you believe the children would enjoy and adapt those in this guide to better meet the unique needs of the children in your care. Please use both the Customized/Individualized Lesson Planning Sheet, Individualization Web and Connecting the Dots component to help you achieve this goal.

Don't forget to email or send home a copy of the Family Letter with each child as you begin this unit. In addition, email or text the Digital Family Notes when you believe they would be the most beneficial. Most importantly, have fun!

Table of Contents

10 Day Planning Grid.....	3
Daily Lesson Plans (2 pages per day, 10 days).....	4-23
School-Age Activities.....	24-26
Make It! Sheets Directions.....	27
School Readiness Experiences (for older preschoolers).....	28
Learning Indicators Addressed by Activity.....	29-30
Book List/Songs/Poem/Puppet and Teaching Tool Prep Directions.....	31-32
Extras.....	33-34



Program Symbols for Developmental Areas

 = Language Development

 = Literacy Knowledge

 = Math Knowledge

 = Science Knowledge

 = Logic & Reasoning

 = Social Studies Knowledge

 = Social & Emotional Development

 = Music & Creative Arts

 = Physical Development & Health

 = Approaches to Learning

Get Moving!

Activities with this icon help you address the goals of the Let's Move! Child Care campaign (www.letsmove.gov).



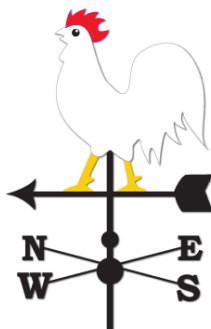
Activities with the sunshine icon may be done outdoors if you desire.



This icon helps you quickly locate some of the activities that address Character Education included in this unit

2 Week/10 Day Planning Grid

All the daily experiences are included on this grid so you know EXACTLY what is planned for each day.



DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Exploring Together: What is Wind? (p.4) Center/Small Group: What Will Happen? (p.5) Center/Small Group: Fun with Fans (p. 5) Infants: The Wind (p. 5)	Exploring Together: Fast Wind. Slow Wind. (p. 6) Center/Small Group: Straws & Cotton Balls (p. 7) Center/Small Group: Windy Art (p. 7) Infants: Feel the Breeze (p. 7)	Exploring Together: Now It's Dry (p. 8) Center/Small Group: Wash and Dry (p. 9) Center/Small Group: Which Will Dry First? (p. 9) Infants: Dry Then Wet Then Dry (p. 9)	Exploring Together: Let's Go Fly a Kite! (p. 10) Center/Small Group: Kite Makers Are We (p. 11) Center/Small Group: Kite Find and Match Game (p. 11) Infants: See the Kites Flying (p.11)	Exploring Together: The Wind Blows... (p. 12) Center/Small Group: How Many Spots on the Kite? (p. 13) Center/Small Group: Crayon Resist Kites (p. 13) Infants: Colorful Kites (p. 13)
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Exploring Together: Pretty Pinwheels (p. 14) Center/Small Group: A Giant Pinwheel (p. 15) Center/Small Group: Playing Windy Memory (p. 15) Infants: Watch the Pinwheel (p.15)	Exploring Together: Bubble Fun (p. 16) Center/Small Group: Bubbles Outside (p. 17) Center/Small Group: Mix It to Make It (p. 17) Infants: Pop! Pop! Pop! (p. 17)	Exploring Together: Which Way? (p. 18) Center/Small Group: Wonderful Windsocks (p. 19) Center/Small Group: Reading to Learn (p. 19) Infants: I Made a Windsock, Too! (p.19)	Exploring Together: The Power of Wind (p. 20) Center/Small Group: What Else Can the Wind Do? (p. 21) Center/Small Group: More Windy Memory Fun (p. 21) Infants: Bubbles in the Breeze (p.21)	Exploring Together: Wild, Windy Day! (p. 22) Center/Small Group: Don't Pop the Bubbles! (p. 23) Center/Small Group: When the Wind Blows...(p. 23) Infants: Sing and Say (p. 23)

School-Age Activities:

Blow Paint Races (p. 24)

Cool Kites (p. 25)

What is a Weather Vane? (p. 26)

Exploring Evaporation (p. 24)

Breezy Beach Ball (p. 25)

Wind Power (p. 26)

DAY 1

Unit: Windy Weather

Today's Focus: What is Wind?

Developmental Areas Addressed Today:



Be Healthy & Safe!

Dancing is not only fun for children but a wonderful way for them to get exercise and build gross motor skills.

Teaching Tip of the Day

Sometimes a smile and a nod is all the positive reinforcement a child needs.

Transition Time

Have the children pretend that a strong wind is blowing them from activity to activity today. Whoosh!



Exploring Together: What is Wind?

(all ages,)

Get Moving!

Materials:

- ☐ **Malcolm the Meteorologist puppet and Wind Tracking Chart, prepared** - You can find preparation directions for the puppet and wind tracking chart on p. 32.
- ☐ **Craft sticks, tongue depressors or drinking straws**
- Today you will use Malcolm the Meteorologist to introduce the next unit, "Windy Weather." Because most of the children will have some basic understanding of what wind is, you will want to build upon this existing knowledge using hands-on experience. During the course of this activity, the children will utilize observation skills and enhance language as they make discoveries and share them with others.
- Act excited as you tell interested children you have a new friend who wants to meet them. Show the children Malcolm the Meteorologist. Invite them to share what they think Malcolm does for a living. More than likely, they will say he is a "weather man." Have Malcolm explain that the real title for his job is meteorologist. Have Malcolm share that meteorologists study the weather. Invite more verbal children to talk about when they may have seen meteorologists on TV.
- Next, have Malcolm invite the children to go outside with him to see what the weather is like today. If the weather is not conducive for going outdoors, look out the window instead. Have Malcolm challenge the children to share what they see, feel and hear. During this part of the experience, introduce the concept of wind. Invite the children to describe how the wind feels and sounds. Then, challenge them to describe how they can see the wind. Help them realize that they can't actually see the wind but instead see what the wind does. Invite the children to pretend to be blowing in the wind as they move around your outdoor play space.
- **EXTENSION:** Introduce the "Tracking the Wind" chart. Have the children add a craft stick to the pocket to show if it is windy or not windy today and continue this process each day for the entire unit.

Today's Vocabulary

Use some of these words in conversations with children today!

wind weather blows

meteorologist forecast

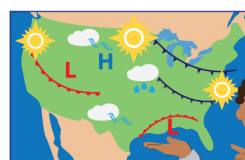


As younger children participate in activities today, model language by...

- Using words such as **wind, weather, blows, meteorologist** and **forecast** as children complete activities.
- Challenging children to problem-solve as they use paper plates and art materials to create fans (p. 5).
- Encouraging children to share their observations while watching to see if the wind move different objects (p. 5).

Questions to Spur Thinking

- Where have you seen a meteorologist like Malcolm?
- Why are meteorologists important?
- What do you think would be the best part about being a meteorologist?
- What is the weather like today in our town?
- How do you know it is windy?
- How can you see the wind?



U.S. Weather Map



What Will Happen?

(Toddlers–4 years, 🖐️ 😊 🕒 ? ① ❤️ 💬)

Materials:

☐ Children's choice of objects (read below)

- This experience is going to challenge children to make and test predictions. At the same time, it will require the children to have strong observations skills. Older, more advanced children will definitely serve as role models during this activity.
- Who wants to experiment? Gather interested children together and count to 10 as each child finds an object in the room. It might be a book, a marker, a piece of paper, etc. Then, adapt the experience based on the developmental level of the children in your group.
- Toddlers/Twos/Threes: Have more verbal children name the items found by each younger child and/or ELL/DLL child. This is a great way of exposing them to new vocabulary. When it comes time to take these items outdoors, this age group may, or may not, want to leave them outside. This is OK!
- Fours/Advanced Preschoolers: Before these children find items, explain that they are going to take them outdoors to see if the wind will move them. This may affect the types of items the children choose. Then, have the children take the items outdoors and place them on a table. Encourage each child to predict whether or not he/she believes the wind will move his/her object. Then, sit back and watch. The children can compare their predictions to the actual results. Challenge them to also try to figure out what characteristics are similar in the two groups of items (e.g., the wind moved them or the wind did not). Compare/contrast. And guess what ... if it is not a windy day, nothing will move! This is an important discovery as well.

DAY 1 - Center/Small Group Activities

Questions to Spur Thinking

- *Why did you choose a (name of item)?*
 - *Do you think the wind will move your item? Why do you think that?*
-
- *What materials did you use to create your fan?*
 - *How does your fan make the air move like wind?*

Fun with Fans

(Toddlers–4 years, 🗨️ 😊 ? 🖐️ 🕒 🎨 ❤️)

Materials:

- ☐ **Paper plates (small, large or both)**
- ☐ Construction paper, markers/crayons, art tissue, tape, gluesticks, etc.

- This experience combines art and science in a child-directed, open-ended way. During the course of this experience, children will be challenged to make and test their ideas. They will build language skills as they then share those ideas with others. Because different developmental levels will approach this activity differently, we are providing options.
- Set out the materials listed above and invite interested children to use them to create fans they can then use to move air...just like wind.
- Toddlers/Twos/Threes: These children will probably just be happy to scribble on paper plates. This is fine! In doing so, they will build key fine motor control. After their plates are decorated, you can pick one up and show them how to move it back and forth to make the air move. Be sure to describe your actions while doing so.
- Fours/Advanced Preschoolers: Challenge these children to use the materials as desired to create their own fans or other devices they can use to make the air move. As the children create, talk with them about their ideas. Some may be quite complex and involve much more than just paper plates! Keeping the experience open-ended challenges children to make and test their ideas. Invite the children to demonstrate how their fans (or other air moving devices) work when they are finished creating.

The Wind

(Infants, 🗨️ 🕒 😊 🎵 ❤️)



Materials:

☐ None needed

- Sing this song when outside with the infant. In doing so, you will expose him/her to new vocabulary as well as rhythm and rhyme. Add more verses to match what the wind moves.
- Sit and hold the infant in your lap OR walk and hold the infant in your arms as you sing this song.

THE WIND
(tune: "The Farmer in the Dell")

The wind blows the trees,
The wind blows the trees,
Feel the wind upon your face;
The wind blows the trees.

The wind blows the leaves...
The wind blows the grass...

Your Own Activities

DAY 2

Unit: Windy Weather

Today's Focus: The Wind Moves Things

Developmental Areas Addressed Today:



Be Healthy & Safe!

Some children are very sensitive to additives like MSG. Make sure to read food labels and limit exposure to additives.

Teaching Tip of the Day

Take a few minutes each morning to organize the materials you will need during the day. This will make your life a lot easier!

Transition Time

Sing the song, "The Wind is Blowing" (p. 30) as the children "blow" from activity to activity today.

Get Moving!

Exploring Together: Fast Wind. Slow Wind.

(all ages,

Materials:

- ☐ Malcolm the Meteorologist puppet
- ☐ **Fan (safe to use around children) or hairdryer (adult use only)**
- ☐ **Empty food box (e.g., cereal, rice, etc.)**
- Today you will continue to build upon the understanding that wind can move things. At the same time, you will cover how wind can be powerful and dangerous. If you live in an area that experiences tornados and/or hurricanes, now would be the perfect time to have a tornado drill or discuss what happens when a hurricane is coming. When children are prepared for these events and know what to do, they are less fearful and more aware. Even if these natural disasters do not occur in your area, you can discuss what to do in thunderstorms which often have strong winds.
- Turn on the fan or hairdryer to the lowest/cool setting. Chances are good the children will quickly come over to see what is happening. Have Malcolm encourage the children to share what they feel as they hold their hands or faces at a safe distance from the fan or hairdryer. Then, turn the fan or hairdryer up so it blows harder and again encourage the children to share what they feel. How did the force of the wind change? The speed? Encourage the children to share if their families have fans and hairdryers at home.
- Next, turn off the fan or hairdryer and put a small empty food box in front of it. Encourage more verbal children to predict what they think will happen when you turn on the fan or hairdryer to the lowest setting. After they share, test to find out. Were their predictions correct? Then, repeat but this time, put the fan or hairdryer on the highest setting. What do the children think will happen this time? After testing, encourage the children to hypothesize why the box went farther when the fan or hairdryer was on the highest setting. Then, sing the song, "The Wind is Blowing" (p. 30) and invite the children to move slowly or quickly based on the words in the song.
- **EXTENSION:** Practice a tornado drill or what to do in the event of a bad storm with a lot of wind (e.g., thunderstorm/hurricane). Add a stick to the Tracking the Wind Chart as well.

Today's Vocabulary

Use some of these words in conversations with children today!

wind **moves** **speed**
tornado **hurricane**



As younger children participate in activities today, model language by...

- *Using words, such as those listed above, while engaging children in conversations during the day's activities.*
- *Encouraging children to describe results when blowing cotton balls with straws (p. 7).*
- *Talking with children as they create windy art (p. 7).*

Questions to Spur Thinking

- *What do you feel when I turn on the fan/hairdryer?*
- *What do you think is going to happen to the food box when I turn on the fan/hairdryer?*
- *Why did the food box go farther when I turned the fan/hairdryer on high?*
- *What do you think you should do in a tornado? Hurricane? Thunderstorm?*

Windy



Straws & Cotton Balls

(Toddlers–4 years, 🗨️ 😊 ⓘ ❤️ ? 🧠 🖐️)

Materials:

- ☐ **Drinking straws, cotton balls, paper plates**

- This experience will challenge children to experiment while learning more about the power of wind at the same time. Because different developmental levels will approach this experience differently, we are providing options. Regardless of the option children choose, they will all use their senses to gather information, develop fine motor control and build both expressive and receptive language skills.
- Set out the materials listed above on a smooth surface (e.g., table top or uncarpeted floor) and invite the children to utilize them to attempt to make things move by using the power of wind.
- Toddlers/Twos/Threes: These children may not be able yet to blow outward. Instead, have these children use paper plates to make the cotton balls move. Describe their actions as well as what happens to the cotton balls when they wave the paper plates.
- Fours/Advanced Preschoolers: These children should be able to blow through straws in order to make their cotton balls move around on the smooth surface. As they experiment, talk with them about which techniques work best (compare/contrast) and what happens when they blow harder/softer.

Feel the Breeze

(Infants, 🗨️ ⓘ 😊 🖐️ ❤️)

Materials:

- ☐ **Folded paper fan OR fan made from half a paper plate and a craft stick**

- This experience will not only help infants build background knowledge about wind, it will also expose them to new vocabulary. At the same time, because you will be discussing body parts, it will expose infants to these concepts.
- Hold the infant in your lap or have him/her sit beside you if able to do this unassisted. Use the fan to make a breeze on the infant's hands. Talk about how the breeze feels and relate it to wind. Then, use the fan to make a breeze on other body parts such as face, nose, ears, arms, legs, etc. If the infant is more advanced, he/she may even want to hold and shake the fan. If so, describe his/her efforts as well as the results. Continue for as long as the infant shows interest.

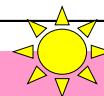
DAY 2 - Center/Small Group Activities

Questions to Spur Thinking

- *Tell me about how you made the cotton ball move.*
- *What happened when you ... (describe child's actions)?*
- *How else could you move the paint?*

Windy Art

(Toddlers–4 years, 🖐️ 🗨️ ❤️ ? 🧠 🖍️ 😊)



Materials:

- ☐ Large sheets of white paper
- ☐ Thinned paint (several colors) in cups with spoons
- ☐ Cardboard box (if doing indoors)
- ☐ **Handheld, battery-operated fan with foam or soft blades (battery-operated) OR folded paper fans**

- Not only will this art experience invite children to create unique, beautiful works of art, it will also encourage them to make and test predictions. In addition, as children create, now would be a wonderful time to reinforce colors. You may also want to record an anecdotal note about each child's ability to recognize and/or name colors during this time. If the weather is nice, you might want to take this activity outdoors to make clean-up easier!
- Set out the paper and the paints. Invite those children who seem interested to join you. Challenge them to use the materials to create windy art. IF you are doing this experience indoors, you may want to have the children put their paper in a cardboard box before using a fan to "blow" the paint.
- Toddlers/Twos/Threes: Help these children put a few spoonfuls of paint on their papers. Then, help each child hold a hand fan (battery powered or folded paper) and use it to make wind to blow the paint. Talk about the child's actions as well as what happens when the wind blows on the paint. This is super important for ELL/DLL children to help them build language and vocabulary.
- Fours/Advanced Preschoolers: These children should be able to use the battery-powered hand fan or folded paper fan on their own to create art. As they create, encourage them to make observations and share them verbally with each other.

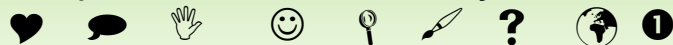
Your Own Activities

DAY 3

Unit: Windy Weather

Today's Focus: The Wind Dries Things

Developmental Areas Addressed Today:



Be Healthy & Safe!

Make sure you know the rules for storing and washing naptime bedding and mats.

Teaching Tip of the Day

Potty training is a marathon...not a sprint!

Transition Time

Have the children pretend to be floating in a gentle breeze as they go from activity to activity today.

Exploring Together: Now It's Dry

(all ages,)

Materials:

- Malcolm the Meteorologist puppet
- Small plastic blocks, water, paper towels

- While fewer people today use the wind (and sun) to dry clothing, it is still possible to do so. During this experience, the children will experiment with making their own wind in order to dry an item (plastic block). As you introduce this concept, be sure to integrate information you may have from families in your group. Do any of the children's families still hang clothing outside to dry? If so, be sure to incorporate this information into the experience.
- Sit with Malcolm on the floor. Put the small plastic blocks, water and paper towels nearby. Chances are good the children will become curious. Invite them to join you and have Malcolm talk with them about how people use wind to help them in their every day lives. This would be an appropriate time for you to integrate information about families that may use wind power to dry clothing. If none of the families in your program do this, Malcolm can share that he uses wind for this purpose. Why do the children think wind helps clothing dry? Have Malcolm explain that the wind helps the water evaporate.
- Next, give the children the opportunity to explore the concept of evaporation through hands-on exploration. Give each child a paper towel and a plastic block. Then, have each child dip his/her plastic block into water and then sit it on his/her paper towel. Challenge the children to use their bodies to make wind to dry the block. Some children may choose to blow in the block while others may choose to wave their hands. Which techniques work best? Have the children compare and contrast. Then, repeat this experience if it is a windy day by wetting the blocks and putting them outside to dry. How long does it take? Was it faster than blowing on the blocks?
- **EXTENSION:** Be sure to add a craft stick to the Tracking the Wind Chart.

Today's Vocabulary

Use some of these words in conversations with children today!

wet **dry** **clothes**
evaporation **compare**



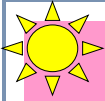
As younger children participate in activities today, model language by...

- Using words, such as those above, as children participate in the daily experiences.
- Talking with children as they wash doll clothes and then hang them out to dry (p. 9).
- Engaging children in conversations as they create two paintings and then compare how they dry (p. 9).

Questions to Spur Thinking

- Do any of your families use wind to help dry clothing? How do they use the wind to dry the clothing?
- How do you think wind makes drying things faster?
- When you go swimming, why do you think you dry faster on a windy, sunny day than a cloudy, damp day?
- What worked best for drying the block?
- Did the blocks dry faster inside or outside? Why do you think that is?





Wash and Dry

(Toddlers–4 years, ☺ ♥ ① ✋ ? ② 🗣)

Materials:

- ☐ **Doll clothing (washable) or baby clothes**
- ☐ **2 tubs of water ... one warm with some mild soap added and one with clear, warm water**
- ☐ **Access to a clothesline OR long piece of string/yarn/twine hung between two trees OR drying rack (set up outside)**
- ☐ **Pinch-type clothespins**, clothesbasket

- This hands-on experience will not only challenge the children to practice problem-solving and observation skills, it will also build fine motor control, language and so much more! This activity will need to be done on a sunny, breezy/windy, day.
- Set up the tubs of water and the clothesline or drying rack. Invite interested children to wash the baby or doll clothes in the soapy water and then rinse them in the clean water. Because different developmental levels will approach this experience differently, we are providing options.
- Toddlers/Twos: These children will probably just want to play in the water and may, or may not, choose to wash the clothing. That is OK! Just be sure to talk with these children as they play and describe their actions. Be sure to do this as well for ELL/DLL children.
- Threes/Fours/Advanced Preschoolers: These children can wash and rinse the clothing, squeeze out as much water as they can and then hang on the clothesline (if low enough) or put on the drying rack. If you have any children with small motor challenges, you may need to help with the clothespins. Have the children check on the clothing periodically to see if it is drying. They can predict how long they will take to dry as well. Encourage them to share their observations with you and other members of the group.

Dry Then Wet Then Dry

(Infants - ♥ ✋ ☺ ② 🗣)

Materials:

- ☐ Fingerprint, fingerprint paper, damp sponge, tape

- It is true...fingerprinting with infants can be very messy but it is excellent sensory experience. Just be sure to supervise directly to make sure the infant does not eat the fingerprint. This experience also provides you with the opportunity to expose the infant to the terms wet and dry in a meaningful way.
- Tape a sheet of fingerprint paper to the infant's high chair tray. Invite the infant to touch the paper before you dampen it. Talk about how the paper is dry. Then use the sponge to dampen the paper and add some fingerprint. As the infant paints, talk about how the paint is wet. Describe the colors of the paint as well as the infant's actions. This is a wonderful way for you to help the infant build expressive language skills. Then, put the painting aside to dry. Once completely dry, invite the infant to touch the painting again. Reinforce the concept of dry during this process.

Day 3 - Center/Small Group Activities

Questions to Spur Thinking

- How long do you think it will take the clothing to dry? Why did you make that estimation?
- Which painting do you think will dry first?
- Why do you think that?



Which Will Dry First?

(Toddlers–4 years, ✋ ? 🗣 ② ✍ ♥ ② ☺)

Materials:

- ☐ Fingerprint paper
- ☐ 2 or 3 colors of fingerprint, damp sponge

- Most children love to fingerprint and it is a wonderful sensory experience for them. This activity invites interested children to create two paintings and then experiment with putting them in different locations to see which will dry first (inside or outside). As children participate, they will build fine motor control, explore colors and then make and test predictions.
- Set out the materials listed above and invite interested children to fingerprint. Each child will need to create two paintings...one to lay to dry inside and another to lay to dry outside. As the children paint, be sure to talk with them about the colors of paint they choose to use as well as any new colors that appear as paints mix.
- Then, have the children help lay the paintings out to dry...some inside on a table and others outside either on the grass or on a table. If the weather is windy, great! Just be sure to use rocks or other items to keep the paintings from blowing away. Have more verbal children predict which paintings will dry first and then check on them periodically to see if their predictions were correct.
- Advanced Preschoolers: These children should be able to describe which paintings they believe will dry first and explain why. If you want to add an element of math, use the stopwatch feature on your phone to find out!

Your Own Activities

DAY 4

Unit: Windy Weather

Today's Focus: Kites Need Wind to Fly

Developmental Areas Addressed Today:



Be Healthy & Safe!

Laundry detergent pods are very dangerous in the hands of children. If you use pods, keep them out of reach at all times!

Teaching Tip of the Day

Handling toys and materials carefully is a simple way children can practice respect for the learning community.



Transition Time

Have the children pretend to fly kites as they move from activity to activity today.

Get Moving!

Exploring Together: Let's Go Fly a Kite!

(all ages,)

Materials:

- ☐ Malcolm the Meteorologist puppet
- ☐ **Kite**

- As adults, we know that kites need wind in order to fly. Young children may not have this background knowledge. Because you need a very large open space to fly a kite, we recognize that this may not be possible with your group of little ones. A short video of kites flying will open the door for discussion as well as dramatic play. We are providing one option but there are many others available on the Internet.
- Sit on the floor with the kite and Malcolm the Meteorologist. As children become curious, invite them to join you. Encourage more verbal children to share what they know about kites as well as their experiences with them. During this part of the activity, have Malcolm point out that kites need wind in order to fly.
- Next, show a short video of kites flying. Here is one option but there are many, many out there! <https://www.youtube.com/watch?v=41kRz2uYsEQ>
- After watching the video, invite the children to share if they ever flew a kite with their families. Then, introduce the action song, "See the Kite" (p. 30) and challenge the children to move freely as they pretend to be flying kites. As you sing, watch to the children to see if their actions match the words.
- EXTENSION:** If you have access to a large open space and extra adult help, fly a kite with the children on a windy day. Encourage the children to share what they like best about flying kites as they participate. Don't forget to add a stick to the Tracking the Wind Chart as well!

Today's Vocabulary

Use some of these words in conversations with children today!

kite fly string
wind weak strong

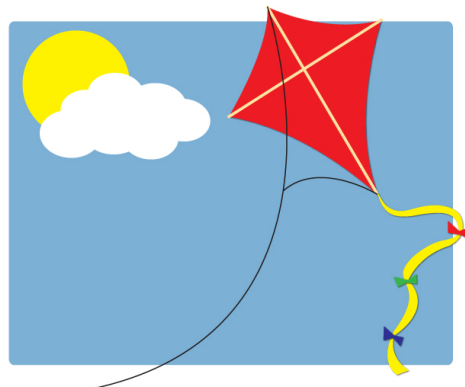


As younger children participate in activities today, model language by...

- Using words such as those listed above as children participate in today's activities.
- Engaging children in conversations as they create their own kites (p. 11)
- Describing kites as children find and match the kite cards (p. 11).

Questions to Spur Thinking

- What do you like about kites?
- Tell us about a time when you helped to fly a kite or saw a kite flying.
- What happens to a kite when the wind stops blowing?
- Where would be a good place to fly a kite in our town? Why did you make that choice?
- Why would it not be a good idea to fly a kite in a place where there are a lot of trees?
- If you were going to fly a kite, what would it look like?





Kite Makers Are We

(Toddlers–4 years, 🗨️ ❤️ ? ① 📖 🧵 😊 🎨 🖐️)

Get Moving!

Materials:

- ☐ Assorted art/collage materials (e.g., construction paper, art tissue, old newspaper, tape, crayons/markers)
- ☐ Drinking straws, string/yarn

- During this experience, the children will form their own ideas and then use art/collage materials to create from those ideas. In the process, the children will need to practice problem-solving skills, make and test predictions and utilize their fine motor control. Because different developmental levels will approach this experience differently, we are providing options.
- Set out the materials listed above and invite the children to use them to create their own kites. Keep in mind that different developmental levels will approach this experience differently and that is why we are providing options.
- Toddlers/Twos/Threes: You may want to cut paper into diamond shapes for this age group and then invite them to decorate the kite shapes as desired with crayons/markers. Cut a short length of string/yarn to attach to each child's kite and then invite him/her to run with the kite to make it "fly."
- Fours/Advanced Preschoolers: These children can use the materials freely to create kites. Some children may choose to cut paper into diamond shapes (be sure to talk about this shape) while others may prefer to make different types of kites. The choice should be theirs! Once their kites are complete, the children can attach short lengths of string/yarn and then take them outside to "fly" them. Encourage the children to make adjustments to their kites to help them fly better if needed. Compare/contrast. These children can also write their names on their completed kites (if developmentally appropriate).

See the Kites Flying

(Infants, 🗨️ 🧵 😊 🎵 ❤️)

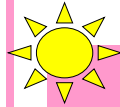
Materials:

- ☐ **Construction paper kites hanging above the diapering area**
- Tracking moment with the eyes is a skill infants work on every day. Hanging something above the diapering area encourages infants to practice this skill. Adding a song turns this routine time into an literacy-building activity.
- Blow on the construction paper kites to make them move as you prepare to change the infant's diaper. Then, sing the song, "The Kites Are Flying" (p. 31). As you diaper the infant, watch to see if his/her eyes track the movement of the kites as you sing. After singing the song a few times, you may also want to talk about the colors of kites hanging above the infant's head. This is a meaningful way to help the infant build receptive language skills and expose him/her to the concept of colors.

DAY 4 - Center/Small Group Activities

Questions to Spur Thinking

- Tell me about the kite you created.
- Which kite is your favorite? Why do you like that one best?



Kite Find and Match Game

(Toddlers–4 years, 🗨️ ? 😊 🖐️ ① 🧵 ❤️)

Get Moving!

Materials:

- ☐ **Kite Find and Match Game** – To prepare, print 2 copies of p. 33 of this Teaching Guide, cut apart and hide the kite cards around the room. To make more durable, tape the pictures to index cards.
- This group game is sure to be a hit with the children! As they find and match kites, the children will build important visual discrimination skills, practice self-regulation and reinforce both expressive and receptive language skills. If the weather is nice in your area today, you might want to hide the kites outdoors.
- Who wants to play a game? Invite interested children to play, Kite Find and Match. Explain that there are pictures of kites hiding all around the room (or outdoor play space...if outside). Challenge children who choose to join you to find the kites and bring them to you. Then, once all of the kites have been found, have the children work together to match the kites.
- During the matching process, talk with the children about how the kites are the same and how they are different. In addition, invite more verbal children to share which kites are their favorites and why. Now would be a great time to review colors with the children as well. If the children enjoy the game, they may want you to hide the kites so they can find them again.
- Advanced Preschoolers: These children can assume a leadership role and hide the kites for younger ones to find. To further build language skills, they can give the children clues, if needed, to help them find the kites.

SAVE THIS GAME TO USE AGAIN ON DAY 10!

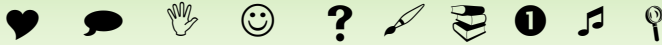
Your Own Activities

DAY 5

Unit: Windy Weather

Today's Focus: Kites Need Wind to Fly

Developmental Areas Addressed Today:



Be Healthy & Safe!

Check floors periodically for food scraps, small items, etc. that crawlers might find and put in their mouths.

Teaching Tip of the Day

Save hand soap containers to use for storing paint. Children can simply "pump" out paint into cups or bowls instead of pouring it.

Transition Time

Have the children pretend to be kites as they move from activity to activity. Sometimes, tell them the wind is blowing hard. Other times, tell the children there is a soft breeze. They can adjust accordingly.



Get Moving!

Exploring Together: The Wind Blows...

(all ages, ☺ 🖐️ ❤️ 🔍 ? 🎵 🖋️ 💬)

Materials:

- ☐ Malcolm the Meteorologist puppet
- ☐ **Scarves or small towels (1 per child)**
- ☐ Music (fast and slow tempos)

- The wind blows in many different directions and with different force. Sometimes the wind blows very strong...like in a thunderstorm. Other times, the wind is nothing more than a soft breeze. This experience will introduce children to these concepts through dramatic play and creative movement. At the same time, it will help the children build large motor control and coordination.
- Turn on the recorded music and see how quickly it gets the children's attention. Then, turn off the music and have Malcolm ask the children to look out the window. Have him challenge them to use their eyes to see if they can tell if the wind is blowing hard or if the wind is blowing softly. Encourage more verbal children to share their thoughts and the reasons behind them. During this part of the experience, the children will realize that they can look at trees, leaves or other things outdoors to help them know how hard the wind is blowing.
- Next, introduce the group game, "Blowing in the Wind." To play, give each child a scarf or a small towel and have him/her pretend that it is a kite. Turn on recorded music. When the music is loud and fast, the children should move around as they pretend to make their "kites" fly in hard, strong winds. Then, put on music that is soft and slow. The children should then pretend to be light breezes as their "kites" barely fly around. Continue to play the game in this fashion, changing the songs frequently. Just play clips from each song so the children have the opportunity to change the way they are moving frequently. This should help to keep their attention.
- **EXTENSION:** Review safety procedures for tornados or hurricanes if these occur in your area. You can never be too prepared! Also, add a craft stick to the Tracking the Wind Chart.

Today's Vocabulary

Use some of these words in conversations with children today!

hard

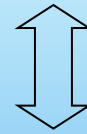
soft

fast

slow

gust

breeze



As younger children participate in activities today, model language by...

- *Saying the words listed above as children complete activities.*
- *Encouraging the children to make predictions as they create crayon resist kites (p. 13).*
- *Counting with children while playing the game, "How Many Spots on the Kite?" (p. 13)*

Questions to Spur Thinking

- *How can you tell how hard the wind is blowing when you are inside?*
- *What happens to the trees when the wind is very strong?*
- *Which type of wind is best for flying a kite...a strong, hard wind or a gentle, soft wind?*
- *Which did you like better...flying your kite in a hard wind or a soft breeze?*
- *What other songs would you like me to play?*
- *Would today be a good day to fly a kite? Why do you think that?*

K is for kite.



How Many Spots on the Kite?

(Toddlers–4 years, ♥ 🖐️ ? 😊 🔍 ① 💬)

Materials:

- ☐ **Large construction paper diamond (any color)**
- ☐ **10 cotton balls**
- ☐ **Numeral cards (1-10)** - To make, just print the numerals 1-10 on individual index cards.

- There are many different ways to help children associate numerals with quantity. Playing hands-on games, such as this one, is just one way. During the course of this activity, the children will work together, practice counting skills and then match a quantity to an amount. Because different developmental levels will approach this experience differently, we are providing options.
- **Toddlers/Twos/Threes:** Set out the construction paper kite and cotton balls. As children choose to join you, show them the construction paper and note how it looks like a kite. Then, provide the children with cotton balls to put on the kite. As the children add each cotton ball, count it out loud. Then, have them take the cotton balls off the construction paper kite and count backwards as they do so. This is a great way of exposing these children to the concept that numerals go in order.
- **Fours/Advanced Preschoolers:** Set out the materials and invite interested children to play, “How Many Spots on the Kite?” Spread out the numeral index cards and see how many numerals the children can name. Then, have the children close their eyes while you put some cotton balls (spots) on the kite. When the children open their eyes, they should count to see how many spots are on the kite and then find the numeral card that matches. Repeat, using a different numeral each time. Once the children understand how to play, they can take turns being the “teacher” and putting cotton balls on the construction paper kite.

Colorful Kites

(Infants, 💬 🔍 🖐️ 🖌️ 😊 ♥)

Materials:

- ☐ **Large sheets of white paper cut into diamond shapes** (1 per infant), tape
- ☐ **Do-A-Dot™ painters OR cotton balls clipped in clothespins** and shallow dishes of paint
- Painting is easier for infants if they have something substantial to hold. Do-A-Dot™ markers are a great option but if you do not have them, cotton balls clipped in clothespins works well, too. Both help infants build fine motor control and eye-hand coordination.
- Put the infant in his/her high chair. Tape a precut piece of white paper to the infant’s tray and then provide either Do-A-Dot™ markers or cotton balls clipped in clothespins and paint. As the infant makes dots on the kite-shaped piece of paper, describe his/her actions as well as the results. Be sure to talk about kites, too!

DAY 5 - Center/Small Group Activities

Questions to Spur Thinking

- *What do you think is the largest number of cotton balls we could fit on the kite? Why did you choose that number?*
- *What do you think is going to happen when you brush over your crayon artwork with thinned paint? Were your predictions correct? Why or why not?*

Crayon Resist Kites

(Toddlers–4 years, 💬 ♥ 🖐️ ? 🔍 🖌️ 🎨 😊)

Materials:

- ☐ **Large sheets of white paper cut in a diamond shape**
- ☐ Crayons, paintbrushes (thin and chunky)
- ☐ **Thinned paint in shallow dishes (several colors...your choice)**
- This experience will not only invite children to be creative, it will also challenge them to make and test predictions. At the same time, because this experience involves both painting and drawing, it will help the children build fine motor control.
- Set out the materials listed above. As children choose this experience, invite them to create crayon resist kites. Below are several different ways you may want to do this experience based on the developmental level of the children in your care.
- **Toddlers/Twos/Threes:** Provide each child with a precut piece of white paper and crayons. As the children scribble on the paper, talk about kites. Note the colors of crayons each child chooses to use as well. Then, provide each child with a paintbrush and some thinned paint. Talk about what happens when the children brush the thinned paint over the crayon.
- **Fours/Advanced Preschoolers:** To begin, have each child write his/her name with a crayon on a kite-shaped piece of white paper (you might need to help some children with this task). Then, invite the children to use crayons to decorate their kites as desired. When finished, have each child choose some thinned paint to brush over the crayon art. What do the children think is going to happen? Were their predictions correct?

Your Own Activities

DAY 6

Unit: Windy Weather

Today's Focus: The Wind Makes Pinwheels Turn
Developmental Areas Addressed Today:



Be Healthy & Safe!

Make sure you know the storage guidelines for foods. Here is a link to help you: <https://www.foodsafety.gov/keep/charts/storagetimes.html>

Teaching Tip of the Day

Giving children a few minutes warning before transitions can help make those transitions easier.

Transition Time

Sing the song, "Little Pinwheel" (p. 31) as the children move from activity to activity today.

Today's Vocabulary

Use some of these words in conversations with children today!

pinwheel	spin	turn
colors	fast	slow



As younger children participate in activities today, model language by...

- *Using the words above as the children complete the day's activities.*
- *Talking with children as they make, and play with, a giant pinwheel (p. 15).*
- *Naming items while playing Windy Memory (p. 15).*



Get Moving!

Exploring Together: Pretty Pinwheels

(all ages,)

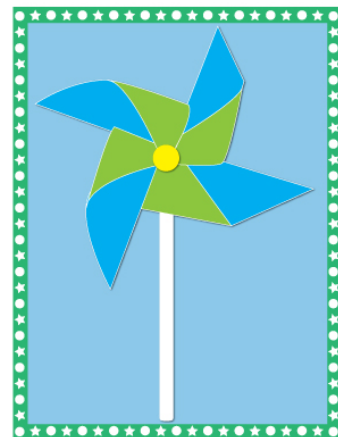
Materials:

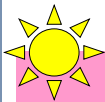
- ☐ Malcolm the Meteorologist puppet
- ☐ **Pinwheel** (if you do not have one, here is a short video to help you make one: <https://www.youtube.com/watch?v=4ox88B8yWQ>)

- Pinwheels are so colorful and so much fun to play with both inside and out. Try to locate a pinwheel to use during this experience if at all possible. As the children participate in this experience, they will make and test predictions as they use their senses to explore. Singing and participating in an action song will help the children build language skills while also enhancing gross motor control.
- Sit on the floor with the pinwheel and Malcolm the Meteorologist. As children choose to join you, invite those who are more verbal to describe the pinwheel as well as their experiences with this fun toy. Do they have one at home? Ask plenty of questions (such as those to the right) to engage the children in conversations.
- Next, invite the children to experiment with different ways to make the pinwheel spin. Some children may suggest blowing on the pinwheel. Others may want to try moving the pinwheel quickly through the air. Test the children's ideas and then compare the results to their predictions. Through this part of the activity, help the children recognize that the wind moving over the pinwheel is what makes it spin.
- Now it is time to pretend! Have the children pretend to be spinning pinwheels as you sing the song, "Little Pinwheel" (p. 31). Make sure to have the children spread out or take them outdoors where they will have plenty of room to move freely. Watch to see if the children adjust the speed at which they spin as you sing the verses of the song.
- **EXTENSION:** Do not forget to have the children add a craft stick to the Tracking the Wind chart.

Questions to Spur Thinking

- *Where have you seen a pinwheel?*
- *What do you like best about pinwheels?*
- *Which color on the pinwheel is your favorite? Why did you make that choice?*
- *What could we do to make the pinwheel spin?*
- *What did we do that made the pinwheel spin quickly? Slowly?*
- *How does the pinwheel change when it spins?*





A Giant Pinwheel

(Toddlers–4 years, ☺ ♥ ? ♀ ♂ ✎ 💬)

Materials:

- ☐ **Sheet of heavyweight white paper cut into a square that is 1 foot by 1 foot**
- ☐ Crayons/markers, hole punch, stapler, push pin (keep out of reach until needed), craft glue, pom-pom ball, tape
- ☐ **Wrapping paper tube OR rolled newspaper tube**
- What could be more fun than making a huge pinwheel? During the course of this activity, the children will practice cooperation as they work toward a common goal. At the same time, the children will build fine motor control, explore colors and build language skills.
- Set out the materials and invite interested children to help you make a giant pinwheel. First, the children will work together to decorate the square of paper. As they decorate, challenge children to identify the colors of markers/crayons they choose to use. How many can they name? Then, follow the directions on p. 34 to help you assemble the giant pinwheel. Once finished, take the pinwheel outside and encourage the children to describe how the wind makes the pinwheel move.
- Advanced Preschoolers: These children can help you follow the directions to assemble the pinwheel and then describe how it moves in the wind.

CAUTION: Because of the pin, keep the pinwheel out of reach when not supervising directly!

Watch the Pinwheel

(Infants - ♥ ♀ ♂ ☺ 🎵 💬)

Materials:

- ☐ **Pinwheel** (use the one from Exploring Together, p. 14)
- Infants will be fascinated to watch a colorful pinwheel spinning around and around. Singing a song with actions not only helps the infant build receptive language and vocabulary skills, it also develops motor skills at the same time.
- Hold the infant in your lap and blow on the pinwheel. Describe what happens and watch to see if the infant reaches out to touch the pinwheel. Talk about the colors on the pinwheel as well as how the pinwheel moves. Then, put the pinwheel aside and make the infant's arms go in a circular fashion as you sing this song.

THE PINWHEEL
(tune: "The Wheels on the Bus")

The pinwheel turns around and around,
Around and around, around and around.
The pinwheel turns around and around,
When the wind does blow.

DAY 6 - Center/Small Group Activities

Questions to Spur Thinking

- *What do you think will happen when we take our giant pinwheel outside?*
- *What did you like best about this game?*
- *How could we use the cards to play a different game?*

Playing Windy Memory

(Toddlers–4 years, ✎ ① ♥ ? ♀ ☺ 💬)

Materials:

- ☐ **Windy Memory Teaching Tool, prepared** (see p. 32 for preparation directions)
- Memory is an excellent game to play with children because it helps them to build visual discrimination and visual memory skills. At the same time, it opens the door for you to also help the children build new vocabulary and language skills. Because taking turns is a part of playing memory, the children will need to practice self-regulation as well. Different developmental levels will approach playing this game in different ways. Here are options.
- Toddlers/Twos: Spread out the card for the Windy Memory Teaching Tool on the floor or table. Invite these children to explore the cards. Name the items featured on the cards as the children explore them. This is a great way to help ELL/DLL children build language and vocabulary skills. Be sure to describe the cards as well. Then, as the children explore, pick up two cards that match. Talk about how they are the same. See if any of the more advanced children in this group can match the remaining cards.
- Threes/Fours/Advanced Preschoolers: Turn all of the cards face down on the table and arrange in a grid pattern. Then, choose one child to turn over two cards. If the pictures match, the child takes the cards. If not, he/she turns them over and the next child takes a turn. Continue to play the game in this fashion until all of the cards have been matched. Then, challenge the children to name the items featured on the cards and talk about how those items are the same and how they are different.

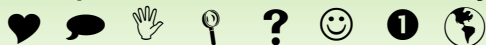
Your Own Activities

DAY 7

Unit: Windy Weather

Today's Focus: The Wind Makes Bubbles Move

Developmental Areas Addressed Today:



Be Healthy & Safe!

Make sure to have at least one change of clothing on hand for each child. This includes socks and shoes!

Teaching Tip of the Day

Go outside and explore with the children. Look at plants, flowers, the sky, etc. Nature is a wonderful teaching tool.

Transition Time

Blow bubbles and have the children pop them as they move from activity to activity today.



Exploring Together: Bubble Fun

(all ages,)

Get Moving!

Materials:

- ☐ Malcolm the Meteorologist puppet
- ☐ **Bubble solution and wand** (purchased or homemade...see recipe on p. 34)

- Children love bubbles! Today you will utilize bubbles to help the children learn more about how the wind moves things. You will conduct this experience indoors and then, weather permitting, do a follow-up activity (next page) outdoors. As children participate, they will not only build gross motor skills, they will also make observations, share ideas with others and demonstrate respect by managing personal space.
- Blow a few bubbles and pretend as if Malcolm is blowing them for you. Chances are quite high that the children will quickly gather once they see the bubbles. More than likely, they will try to pop them...which is fine! After the children have popped all the bubbles, have Malcolm invite them to describe how the bubbles moved. In addition, ask plenty of questions to really get the children thinking.
- Next, explain to the children that they are going to be scientists for the next part of the experience. Tell them that you are going to blow some bubbles and it will be their job to use their bodies to make wind to make the bubbles move through the air. Blow a few bubbles and watch to see what the children do. Some may choose to blow on the bubbles while others may choose to wave a piece of paper or even their hands. Your youngest ones (toddlers/twos) will probably just want to pop the bubbles...which is fine. They can still learn by watching, and listening, to the older children. After the children experiment for a short while, encourage more verbal children to share which techniques for making the bubbles move worked best. Have them hypothesize why they believe this is true.

EXTENSION: Here is a really cool video of some super huge bubbles! <https://www.youtube.com/watch?v=3i-zYdOPG2k>. Be sure add a stick to the Tracking the Wind Chart, too!

Today's Vocabulary

Use some of these words in conversations with children today!

bubbles **float**
breeze **wind** **rise**

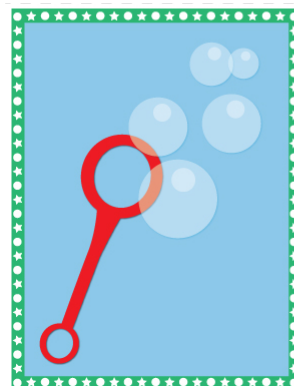


As younger children participate in activities today, model language by...

- *Using the words such as those listed above during Exploring Together and throughout the day.*
- *Describing how the wind affects bubbles as the children chase and pop them (p. 17).*
- *Reading the recipe for creating bubble solution (p. 17).*

Questions to Spur Thinking

- *What do you think is inside the bubble?*
- *How does wind make the bubbles move?*
- *What part of your body did you use to make wind to make the bubbles move?*
- *Why do you think bubbles are round?*
- *Tell me about a time when you made bubbles with your family or friends.*
- *What do you like best about playing with bubbles?*





Get Moving!

Bubbles Outside

(Toddlers–4 years, 🗨️ 😊 ❤️ 🔍 ? ① 🖐️)

Materials:

- ☐ **Bubble solution** (purchased or homemade)
- ☐ **Bubble wands**
- ☐ Shallow plastic bowls or dishes

- Now it is time for the children to make comparisons! Earlier, during the Exploring Together experience, the children observed bubbles indoors. Obviously, there is a lack of wind inside but outside...that is a different story. While observing and chasing bubbles outdoors, the children will build gross motor skills, utilize their senses and build language skills (both receptive and expressive).
- Start blowing bubbles and watch to see who chooses to join you. As the children observe and chase the bubbles, challenge more verbal children to share how the bubbles move differently outdoors than they did indoors. Ask questions to spur their thinking. Of course, younger children are just going to want to chase the bubbles and pop them...which is fine. They will still build background knowledge as they listen to you converse with older children.
- Advanced Preschoolers: These children should be able to note how the wind outdoors (even if it is a slight breeze) affects how fast the bubbles move. They may also note that the wind changes the elevation of the bubbles (blowing them higher or pushing them lower). While these may seem like basic facts to us (as adults), this information may be completely new to young children. Also, bubbles are spheres!

Pop! Pop! Pop!

(Infants, 🗨️ 🔍 😊 🖐️ ❤️)

Materials:

- ☐ Bubble solution, wand

- Most infants are enthralled with bubbles! Not only do bubbles grab an infant's attention, they also help them practice tracking movement with their eyes as well as eye-hand coordination as they attempt to "catch" the bubbles.
- Hold the infant in your lap OR have him/her sit unassisted if he/she is ready to do so. Use the bubble wand to blow just a few bubbles that are close to the infant but not too close. Describe what the bubbles look like, how they move and what happens when the infant touches them. This is an excellent way of exposing the infant to the concept of cause and effect.

DAY 7 - Center/Small Group Activities

Questions to Spur Thinking

- *What happens to the bubbles when the wind blows?*
 - *How do the bubbles move differently outdoors?*
-
- *How does our bubble solution smell? Look? Feel?*
 - *What other solutions could we make?*

Mix It to Make It

(Toddlers–4 years, 😊 ? 🔍 ① 🖐️ ❤️ 🗨️)

Materials:

- ☐ **Ingredients for preparing bubble solution** (see recipe on p. 34), large bowl, measuring cup
- ☐ **Containers with tight fitting lids for sending home bubble solution** (1 per child), funnel (if needed)
- ☐ Chenille stems

- Preparing bubble solution is an excellent hands-on experience for children that involves measuring, mixing and observing. At the same time, this activity also helps children develop fine motor skills and to practice problem-solving as well.
- Set out the ingredients needed for making bubble solution along with the other materials listed above. As children choose this experience, challenge them to predict what they believe they are going to make. Then, use the recipe on p. 34 to make enough bubble solution so each child has some to take home. Depending on the size of your group, you may need to adjust the recipe.
- As the children help measure and mix, talk about how the ingredients look, smell and even feel. Encourage more verbal children to describe how the ingredients change when mixed together. The children can help pour some of the bubble solution in individual containers to take home once it is ready.
- Advanced Preschoolers: These children can use chenille stems to make their own bubble wands. The wands can then be sent home with the bubble solution.

Your Own Activities

DAY 8

Unit: Windy Weather

Today's Focus: Windsocks & Weather Vanes

Developmental Areas Addressed Today:



Be Healthy & Safe!

Are any of the children in your group "slow to warm up?" If so, here is some great information: <https://www.zerotothree.org/resources/198-children-with-shy-or-slow-to-warm-up-temperaments>

Teaching Tip of the Day

Teaching children to use "gentle touches" is an easy way for them to show respect for others...including pets!



Transition Time

Have the children "blow" from activity to activity today.



Exploring Together: Which Way?

(all ages,)

Get Moving!

Materials:

- ☐ Malcolm the Meteorologist puppet
 - ☐ Weather vane and windsock cards from the Windy Memory Teaching Tool
 - ☐ 4 sheets of white paper labeled East, West, North and South taped to the floor (like a weather vane)
- There are tools people use to help them determine the way the wind is blowing. Windsocks and weather vanes are just two of these tools. This experience is designed to introduce children to these types of tools and why people use them. While participating in this experience, the children will also be exposed to the directions north, south, east and west through the use of an active game.
 - Hold Malcolm and walk from paper to paper. As you do so, say the direction name as you walk by it. For instance, as you walk by the paper that says, "East," say, "East." As children notice, they will probably choose to follow along. Continue around the papers a few times. Once more verbal children "get it," they can say the direction names with you. Use Malcolm to explain what these directions are and why they are important.
 - Have the children sit down and show them the weather vane and windsock cards. Do any of them know what either of these items are and why they are used? After the children share, explain that both weather vanes and windsocks are used to help people know which way the wind is blowing. Have the children look out the window and encourage them to predict which way they believe the wind is blowing in your area. Tell them that later they will be making their own wind socks to take outdoors so they can find out the answer for themselves!
 - EXTENSION:** Here is a short video about weather vanes (or wind vanes), windsocks and anemometer: <https://www.youtube.com/watch?v=SqbTrbxWT1o>. Don't forget to add a craft stick to the Wind Tracking Chart!

Today's Vocabulary

Use some of these words in conversations with children today!

weather vane **windsock**

East **West** **North** **South**



As younger children participate in activities today, model language by...

- Using the words, such as those listed above as children complete today's activities.
- Talking with children as they make their own windsocks (p. 19).
- Reading books about weather with the children and talking about the wind (p. 19).

Questions to Spur Thinking

- How can we tell which way the wind is blowing?
- Why do you think airplane pilots need to know which way the wind is blowing?
- Where have you seen a windsock? What colors do you often see on windsocks?
- How is the weather vane like the windsock? How is it different?





Wonderful Windsocks

(Toddlers–4 years,)

Materials:

- ☐ Large sheets of white paper
 - ☐ **Crepe paper streamers**
 - ☐ Hole punch, yarn/string, stapler, clear tape
 - ☐ Watercolor paints and paintbrushes OR crayons/markers
- This experience combines art with science. The children will use materials freely to create their own windsocks which they will then "test" outdoors to determine the direction the wind is blowing. As the children participate, they will build fine motor skills, express their ideas through art and verbally and make and test predictions.
 - Set out the materials listed above and invite each child to paint (or decorate) a large sheet of white paper as desired. If using watercolors, you will then need to allow the paintings to dry before continuing. Then, help each child form his/her paper into a cylinder. Staple the top and bottom edges and use clear tape in the center. Have the children cut or tear strips of crepe paper streamers to tape to one end of the windsock. Then, use a hole punch to make four holes around the top of the windsock, tie a length of string or yarn into each hole and then tie all the strings together. Have the children take their completed windsocks outdoors to see if they can use them to determine the wind's direction.
 - Advanced Preschoolers: Help these children write their names and the word *windsock* on their creations before shaping into a cylinder. In addition, these children should be able to predict which way they think their windsocks will move when outdoors. Encourage them to verbally share their predictions as well as the results with other children and you.

I Made a Wind Sock, Too!

(Infants,)

Materials:

- ☐ **Crayon or marker bundles** - To make, put 3-4 crayons or markers together and wrap with a rubberband.
 - ☐ Large sheets of white paper, tape
- There is no reason infants cannot make their own windsocks. Instead of painting, however, you are going to provide them with crayon or marker bundles. Bundling the crayons/markers makes them easier for little hands to handle.
 - Tape the paper to the infant's high chair tray or a low table. Provide a crayon or marker bundle. Watch to see what the infant does. Describe both his/her actions as well as the designs created. When the infant is done, complete the windsock as you did above for older children.

DAY 8 - Center/Small Group Activities

Questions to Spur Thinking

- *Tell me about your windsock.*
 - *Which way do you think your windsock will blow when you take it outside? Why do you think that?*
-
- *What did you learn about weather from the books?*

Reading to Learn

(Toddlers–4 years,)

Materials:

- ☐ **Books about the wind and windy weather** (see Book List, p. 30 for suggestions)
 - ☐ Large blanket
- Books are wonderful tools for expanding the children's background knowledge. Today, you will take the books outdoors if the weather is nice. In the process, the children will experience first-hand what wind can do...especially if the breeze is stiff today in your area! At the same time, the children will build both receptive and expressive language skills as they practice book-handling skills.
 - Spread out a blanket and add books about the wind and windy weather. As children show interest, invite them to explore the books. They may, or may not, ask you to read the books to them. Either way is fine! Just be sure to engage more verbal children in conversations as they "read" the books. Not only is this an excellent way for more verbal children to build expressive language skills, they then serve as a role model for less verbal children.
 - Do the children see any weather vanes or windsocks in the books? What other weather tools can they find? These are excellent challenges to pose to the children as they look at the books.
 - Advanced Preschoolers: Print the letters W and w on index cards. Can the children find these letters in the books?

Your Own Activities

DAY 9

Unit: Windy Weather

Today's Focus: The Power of the Wind

Developmental Areas Addressed Today:



Be Healthy & Safe!

Do you have carbon monoxide detectors in your home? If not, you should! They save lives.

Teaching Tip of the Day

Dancing is a fun way to get the wiggles out!

Transition Time

Have today the children make arm circles like a wind turbine or windmill while moving from activity to activity today.



Exploring Together: The Power of Wind

(all ages, ☺ ♥ ? 🖐️ 🌍 🔑 🖋️ 💬)

Get Moving!

Materials:

- ☐ Wind turbine and windmill cards from the Windy Memory Teaching Tool
- ☐ Malcolm the Meteorologist puppet
- ☐ Access to a computer or tablet to watch this short video: https://www.youtube.com/watch?v=SQpbTTGe_gk

- Today the children will learn more about how people use the wind to make energy. Because this is probably not a topic the children may be familiar with, we are providing a short video to watch. The first minute is the most important! During the course of this activity, the children will build background knowledge, language, vocabulary and even gross motor skills!
- Use Malcolm to invite interested children to watch a short video. Once a few children gather, start the video. As mentioned above, just watch the first minute and then stop the video. Encourage more verbal children to share what they learned about the power of wind. Then, show them the windmill and wind turbine cards from the Windy Memory Teaching Tool. What did they learn about wind turbines and windmills in the video? Do they have any experience with either one? Encourage children to share. During your conversations, help the children recognize that both of these devices use the power of the wind to accomplish a goal.
- Now it is time to pretend! Have the children get up and spread out. If the weather is nice, you may want to take them outdoors. Have the children pretend to be either wind turbines or windmills as they make arm circles. Play the game like Simon Says and give the children information and see if they adapt their movements accordingly. For instance, Simon might say, "The wind is blowing very hard." If Simon says that, the children should make fast arm circles. If Simon says the wind is barely blowing, then the children would barely move their arms. Play for as long as the children show interest.
- **EXTENSION:** Be sure to add a craft stick to the Tracking the Wind chart.

Today's Vocabulary

Use some of these words in conversations with children today!

wind turbine

windmill

blade

spin

energy

power

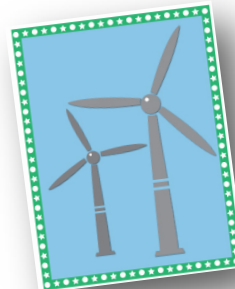


As younger children participate in activities today, model language by...

- *Using words such as those above during daily activities.*
- *Talking with children as they create boats and then use wind to sail them (p. 21).*
- *Engaging children in conversations as they play Windy Memory (p. 21).*

Questions to Spur Thinking

- *What did you learn about windmills and wind turbines from the video?*
- *Where have you seen a wind turbine or a windmill before?*
- *Why do you think wind turbines need to be so big?*
- *If you were going to build a wind turbine, where would you build it? Why did you make that choice?*
- *Wind power is clean energy. What do you think that means?*



What Else Can the Wind Do?

(Toddlers–4 years, 🖐️ ❤️ 🔑 ❶ ? 😊 🗨️)

Materials:

- ☐ Water table or container of water
- ☐ **Toy boats** (if working with Toddlers/Twos/Young Threes)
- ☐ **Plastic recyclables** (e.g., butter dishes, empty take out food containers, lids, etc....all clean)
- ☐ **Drinking straws, craft foam, duct tape or other tape that will stick when in water**

- There are other ways wind is used to create power. Sailboats are just one more example. During this experience, the children will have the opportunity to create their own sailboats and then test them in a water table or container of water. This experience will definitely challenge children to problem-solve as well as to test their ideas. Because different developmental levels will approach this experience differently, we are providing options.
- Toddlers/Twos/Threes: This children are not yet ready to “create” boats to test. Instead, provide this age group with toy boats they can sail in the water table. As they play, challenge those who are developmentally ready to use wind to make the boats sail. Talk about their discoveries.
- Fours/Advanced Preschoolers: These children can be supplied with the variety of materials listed above and challenged to use them to create boats they can “sail” in the water table or container of water. As the children create, and then experiment, be sure to engage them in conversations. Compare/contrast. Encourage problem-solving if their boats do not sail at first. This is a great way to promote persistence.

DAY 9 - Center/Small Group Activities

Questions to Spur Thinking

- *Tell me about the sailboat you created. How well do you think it will work?*
- *Which card is your favorite? Why do you like that one best?*

More Windy Memory Fun

(Toddlers–4 years, 🖐️ ❤️ 🔑 😊 ❶ ? 🗨️)

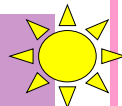
Materials:

- ☐ Windy Memory Teaching Tool

- Repetition is important for young children. Each time they participate, the children build upon existing knowledge and often add something new. The Windy Memory Teaching Tool is a great material to use repeatedly. While playing the game, children build their visual memory skills as well as new vocabulary.
- Set out the cards for the Windy Memory Teaching Tool and invite children who seem interested to join you. As the children explore the cards, talk about the different items featured on them. How many can the children name? What can they tell you about each card.
- Next, use the cards to play a memory game. Follow the directions on p. 15, utilizing different options if you have children at different developmental levels.
- Advanced Preschoolers: These children should be able to identify all of the pictures on the cards. In addition, they can build fine motor control by turning all of the cards face down on the table and arranging in a grid pattern. After all of the cards have been matched, challenge these children to compare and contrast the pictures on the cards. How are all of the items the same? How are they different?

Bubbles in the Breeze

(Infants, 🗨️ ❤️ 🔑 😊 🖐️)



Materials:

- ☐ Bubble solution, wand

- Infants are much too young to comprehend what wind turbines or windmills are. Instead, you are going to have more fun with bubbles with your little ones! Today, conduct this experience outdoors so infants can watch how the wind/breeze affects the bubbles.
- Hold the infant in your lap and blow some bubbles. Describe how the wind makes the bubbles move up and down. Chances are good the infant will attempt to reach out to pop the bubbles. Describe his/her actions as well as the results. Then, stand up and blow more bubbles, Walk with the infant and talk about how the bubbles are moving as you “chase” them and attempt to pop them.

Your Own Activities

DAY 10

Unit: Windy Weather

Today's Focus: Wild, Windy Day!

Developmental Areas Addressed Today:



Be Healthy & Safe!

Remind children frequently not to share combs or hats!

Teaching Tip of the Day

Take time each day to talk individually with each child every day.

Transition Time

Have the children sing some of their favorite songs from this unit while moving from activity to activity today.

Get Moving!

Exploring Together: Wild, Windy Day!

(all ages, ☺ ☞ 🌍 🎵 ❤️ ✋ ① 🔑 ✍️ ?)

Materials:

- ☐ Malcolm the Meteorologist Puppet
- ☐ Wind Tracking Chart (from DAY 1, EXTENSION)
- ☐ Kite Find and Match Game (p. 11)
- ☐ Fan (safe to use around children), recorded music

- Today is a Wild, Windy Day! Choose the activities below that you think will work best for your program and feel free to add others you think your children will enjoy.
- I'm a Meteorologist - Have the children take turns holding Malcolm as they pretend to meteorologists. The children can look out the window and give the weather forecast for the day. Don't forget to encourage them to describe the wind!
- Kite Matching Fun – Hide the cards from the Kite Find and Match Game. Have the children find the kite cards and then match them.
- Wind Tracking Chart Analysis - If you tracked the wind each day, have the children take time now to analyze the data. The children can remove the sticks from each pocket and count to see how many days were windy and how many were not. They can then compare and contrast these amounts. What does the data tell them? If the children enjoyed tracking the wind, have them continue to do so over the next few weeks.
- Windy Dance - Turn on recorded music and a fan. Have the children dance in the breeze! Play a variety of music with different tempos and see which the children seem to enjoy the most. Invite more verbal children to share what they like best about dancing in the breeze created by the fan.

Today's Vocabulary

Use some of these words in conversations with children today!

wind blows gust
breeze kite catch



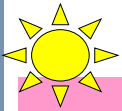
As younger children participate in activities today, model language by...

- *Saying the words listed above as children complete activities during the day.*
- *Talking with children as they create bubble catchers (p. 23).*
- *Describing what happens the wind blows crepe paper streamers or pieces of yarn tied in trees (p. 23).*

Questions to Spur Thinking

- *What do you think would be the best part about being a meteorologist?*
- *What is the weather like today?*
- *Which kite do you like best? Why did you choose that one as your favorite?*
- *Which do you think we had more of...windy days or not windy days? Why did you make that choice?*
- *What do you like about dancing in the breeze created by the fan?*





Get Moving!

Don't Pop the Bubbles!

(Toddlers–4 years, ♥ 😊 🖐️ ? 🔍 💬)

Materials:

- ☐ **Bubble solution** (purchased or homemade)
- ☐ **Bubble wand**
- ☐ **Old socks or gloves**, aluminum foil, construction paper, paper or plastic plates, plastic lids, paper cups, plastic cooking spoons, a tub of water, etc.

- This is sure to be a fun experience that also challenges children to problem-solve as they make and test their own ideas. Because different developmental levels will approach this experience differently, we are providing options. Obviously, this experience would work best outdoors.
- Do you think you could catch a bubble without popping it? Pose this question to the children and encourage more verbal ones to respond. Then, show them the assorted items you gathered ahead of time. Explain that the object of this experience is to use different materials to see if they can catch bubbles without popping them.
- Toddlers/Twos/Threes - This age group may, or may not, be interested in trying to catch a bubble without popping it. Instead, these children may be happy just chasing and popping the bubbles...which is fine. In the process, they will see, and hear, older children as they attempt to catch bubbles and will learn from them.
- Fours/Advanced Preschoolers - These children can experiment with using different materials, and their own bodies, as they try to catch bubbles without popping them. Encourage them to share their ideas and the results with others. This is an excellent way for them to build expressive language skills. Compare and contrast the results. Which techniques/materials worked? Which did not?

Sing and Say

(Infants, 🗣️ 🎵 🔍 😊 ♥)

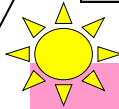
Materials:

- ☐ None needed
- Rhymes and songs are excellent tools for helping infants build language and vocabulary skills. Reciting rhymes and singing songs repeatedly helps build exposure to language in a fun way.
- Hold the infant in your lap and sing some of the infant's favorite songs from this unit. See pages 5, 15 and 31. In addition, feel free to incorporate any songs from the Exploring Together experiences as well.

DAY 10 - Center/Small Group Activities

Questions to Spur Thinking

- *How did you catch a bubble without breaking it?*
- *Which streamers/yarn/string moved the most when the wind blew? Which moved the least? Why do you think that is?*



When the Wind Blows...

(Toddlers–4 years, ♥ 😊 🖐️ 🔍 ? 🔍 💬)

Materials:

- ☐ **Crepe paper streamers, yarn/string**
- ☐ Child-safe scissors, tape
- This activity is going to encourage children to make and test their ideas. At the same time, it will help them build background knowledge about wind. If any of the children in your group are ready to learn how to tie, be sure to encourage them to do so as part of this activity. We are providing options because different age groups will approach this activity differently. In addition, this is obviously an experience that will need to take place outdoors. If the weather is not nice in your area today, save this experience to do another time.
- Show the children the crepe paper streamers and/or yarn/string. Explain to the children that they should cut or tear pieces of crepe paper streamer (or yarn/string) to tie to trees in areas where they think the wind will make them move.
- Toddlers/Twos/Threes: These children will need help taping (or tying) the streamers/yarn/string to the trees they choose. You can do this for them and describe your actions as well as the locations the children choose.
- Fours/Advanced Preschoolers: These children should be able to do this experience independently. As they choose locations, encourage them to describe why they chose the places they did. Then, invite them to observe to see if, in fact, the wind does make the streamers/yarn/string move in these locations.

Your Own Activities

School-Age Activities

If you have school-age children in your care, use these experiences with them as desired. Most require little preparation and can be implemented with just a few children. In addition, all of them can be extended to last more than one day.

Blow Paint Races



Wind Moves Things

Materials:

- ☐ Long piece of white mural paper taped to a table
- ☐ **Drinking straw for each child**
- ☐ **Thinned paint in shallow dishes (several colors),** plastic spoons

- This experience puts an exciting twist on traditional blow painting by turning it into a race! During the course of this activity, the children will not only need to problem-solve, they will need to practice self-regulation as well. The end result of the race will be an amazing work of art created in a very different way.
- Who is ready to race? Gather interested children near the long piece of paper taped to the table. They should position themselves so they are blowing across the paper and not up and down it. In addition, they will need to make sure they have plenty of room between each other. Next, explain the race to the children by sharing that they will each try to blow paint across the paper to the other side. Each child should choose a color of paint and put a spoonful near him/her. Then, on your mark, the children will begin blowing the paint across the paper. If the paint runs out, they will need to add another spoonful. Each child will continue this process until someone makes it to the other side. Then, they can repeat the process, in the reverse order.
- **EXTEND FOR ANOTHER DAY:** Because the children will enjoy this game, you may want to play it again tomorrow.

Questions to Spur Thinking

- How did you make the paint move from one side to the next?
 - What happened if you blew the paint too hard? Too soft?
 - What are you going to do differently this time?
-
- What do you know about evaporation?
 - How does wind affect evaporation?
 - Where did you choose to put your wet car/truck after you washed it?
 - If the location you chose does not get a lot of wind, will the water on the toy evaporate faster or slower?
 - What did you learn about wind and evaporation from this activity?

Exploring Evaporation



The Wind Aids in Evaporation

Materials:

- ☐ Toy cars and trucks (washable), tub of warm water, rags or sponges

- During the course of this experience, the children will experiment to discover how wind aids in evaporation. At the same time, they will practice kindness and responsibility as they help care for the riding toys younger children utilize in your program. This experience will definitely challenge children to make and test predictions and then share their discoveries with others.
- It's time to experiment! Show the children the materials you gathered ahead of time and explain that today, they are going to use wind power to help with a task. First, ask questions to help you gauge the children's level of understanding about evaporation. What do they already know about this process? How does wind affect evaporation? The answers to these types of questions will help you fill in information the children need. Then, have the children wash the toy vehicles indoors and then experiment with putting the wet vehicles in different locations to see how wind (or lack thereof) affects how fast evaporation takes place. For instance, if they put a wet car outside, will it dry faster than one that is left inside? Have the children keep checking the riding toys to see which ones are drying the fastest. Then, have them explain why they believe this was the case. Compare/contrast.
- **EXTEND FOR ANOTHER DAY:** Have the children repeat this experience on a very windy day. How do the results change?

School-Age Activities

Cool Kites



Kites Need
Wind to Fly

Materials:

- ☐ **Colored art tissue or tissue paper** (whatever you have), **drinking straws**, tape, string/yarn, old newspapers, construction paper, white drawing paper, crayons/markers, sticks, etc.

☐ Kite

- This experience combines science, art and construction. As children participate in this activity, they will express their creativity and creative ideas as they make their own kites. The type of kites they choose to make should be up to them. Some may make traditional kites while others may make box kites or other varieties. While making their kites, the children will need to problem-solve and demonstrate persistence.
- To begin, invite the children to explore the kite. Encourage the children to share their experiences with flying kites or seeing them flown. What makes a kite fly? What happens if the wind is not strong enough? Asking questions, such as these, will help you better understand what the children already know as well as what information you may need to provide.
- Next, invite the children to create their own kites using art/collage materials, such as those listed above. If the children think of other materials they want to use, great! As they construct their kites, talk with the children about their choices of materials. Then, once the kites are ready, the children can try to fly them. If they do not fly, they can make adjustments and try again.

EXTEND FOR ANOTHER DAY: This experience will take more than one day.

Questions to Spur Thinking

- *Where might we find kites flying in our community?*
 - *What types of places are good for flying kites? Why are those places good choices?*
 - *Tell me about the kite you are creating.*
 - *What happened when you tried to fly your kite? Do you need to make adjustments?*
-
- *What do you think is going to happen if I toss this beach ball up into the air?*
 - *How did the wind affect the beach ball?*
 - *Why do you think the wind moves a beach ball more than it moves a basketball?*
 - *What was your favorite part about playing this game?*

Breezy Beach Ball



Get Moving!

The Wind Can
Move Things



Materials:

- ☐ **Beach ball**

- This outdoor game will not only get the children moving, it will help them build background knowledge about the wind and its power to move things...especially lightweight things like a beach ball. This is a great activity to introduce on a breezy or windy day. It will be much more fun and much more challenging! As the children participate, they will need to practice cooperation as well as self-regulation skills.
- Take the children outdoors and show them the beach ball. Have the children predict what they believe is going to happen if you throw the beach ball up into the air. Will it come straight back down? Will it do something different? Invite the children to share their predictions and then toss the ball into the air. Have the children compare their predictions to the actual results. Why did the ball behave the way it did?
- Next, introduce the game, "Breezy Beach Ball." The object of the game is to keep the beach ball up in the air and off the ground. The children will need to take turns gently tapping the beach ball as it moves through the air. The wind will make it challenging for children to predict where it will go next! As the children play, describe their actions as well as how the wind moves the beach ball. This is an excellent way for them to build descriptive vocabulary skills.

EXTEND FOR ANOTHER DAY: Chances are good the children will want to play this game again!

School–Age Activities

What is a Weather Vane?



Wind Direction

Materials:

- ☐ Clay or playdough, small paper plates, construction paper, **new pencils with erasers** (1 per child)
- ☐ **Straight pins** (supervise carefully and keep out of the reach of younger children), crayons/markers, tape, child-safe scissors
- ☐ Weather vane card from the Windy Memory Teaching Tool
- ☐ **Compass or cellphone with a compass feature**

- Weather vanes are helpful tools that have been in use for hundreds of years. They help people determine the direction of the wind. This experience will help the children learn not only what a weather vane is but how it is used as well. In addition, it will also expose the children to the directions North, South, East and West.
- Show the children the weather vane card and encourage them to share what they already know about weather vanes. Do they know what the N, S, W, and E stand for on the weather vane? Write the words *North*, *South*, *West* and *East* on a piece of paper and invite the children to read them with you. Talk about why people might need to use a weather vane to know the direction of the wind. Then, invite the children to create their own weather vanes. First, have them make a ball of playdough or clay to put in the center of a small paper plate. Use a compass or a smartphone with a compass feature to determine which way is North. Have the children label that part of their paper plates with an N. Repeat for West, East and South. Then, have them stick an unused pencil in the dough so the eraser is sticking up. Next, have them use construction paper to transform the drinking straw into an arrow. Once finished, push a straight pin through the center of the straw and into the top of the eraser on the pencil. Work the pin in a bit so it moves freely. Then take the weather vanes outdoors and watch what happens when the wind blows!

EXTEND FOR ANOTHER DAY: Take the weather vanes outside each day for several days and record the wind direction.

Questions to Spur Thinking

- *What do you know about weather vanes?*
 - *Who might need/want to know the direction of the wind?*
 - *Which direction do you think the wind is blowing right now? Was your prediction correct?*
-
- *What did you learn about wind power from the video?*
 - *Why do you think people call wind power “clean energy?”*
 - *How could our town use wind power?*
 - *Why do you think wind power would be good for our town?*

Wind Power is Clean Energy

Wind Power



Materials:

- ☐ Computer or tablet to show a short video about wind turbines: https://www.youtube.com/watch?v=U5_cZ3IRUKU
- ☐ White paper, crayons/markers, pencils

- Wind power is clean energy. This experience helps school-age children build background knowledge about wind energy and then challenges them to write about why, and how, their own towns could use wind power.
- Start by showing the video above. It is a short video about wind power. After watching the video, encourage the children to share what they learned. Then, challenge them to draw and write about ways they think their town should use wind power. Once finished, each child can share his/her ideas with the group.

EXTEND FOR ANOTHER DAY: Have the children work through the writing process by first brainstorming, then creating a rough draft, editing and finally, creating the final version.

Directions for Make It! Sheets & Let's Read Together! Booklets

The Make It! sheets enhance the experiences presented in the lesson plans. Feel free to incorporate these activities where you feel they would fit best. Each one can be completed in different ways for children of different ages. The details below explain how each sheet COULD be used. Feel free to use them in other ways as well.

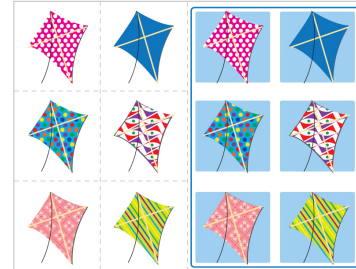
Make It! Sheet #3 – Kite Lotto

You Will Need:

- Child-safe scissors
- Envelop or zipper-top bag per child

What to Do:

- The purpose of this sheet is to help each child create a game they can play at home with parents/caregivers that will help them build visual discrimination skills while building language and vocabulary.
- Print out copy of the sheet for each child and have him/her cut apart by following the dotted lines.
- To play the game, have the children place the individual pictures on top of those that match on the playing card. As they do so, be sure to talk about the patterns featured on the kites.
- **HELPFUL TIP:** Have each child use a different colored marker or crayon to make a dot on the back of his/her playing card and pieces. That way, if the pieces get mixed up, you will be able to sort them out quickly.



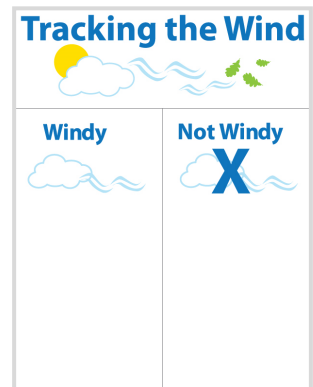
Make It! Sheet #4 – Tracking the Wind Chart

You Will Need:

- Copy of the sheet for each child

What to Do:

- The purpose of this sheet is to help children engage with their parents/guardians as they track the wind at home.
- Print out a copy of the sheet for each child. Point to, and read, the words at the top and then talk about the meaning of each picture.
- The children can track the wind at home each day by putting a sticker, tally mark or drawing a smiley face under the corresponding column on the chart depending on whether the day is windy or not. Be sure to explain to parents/guardians how they can use the chart at home with their children.



Let's Read Together! Booklets

Available in English & Spanish

Print out a copy of the booklet (front to back or 2 pages) for each child. Cut apart, stack the pages in order and staple on the left-hand side. Use the booklets in your program as desired and then send home to help build family literacy skills.



Experiences for Advanced Preschoolers: School Readiness

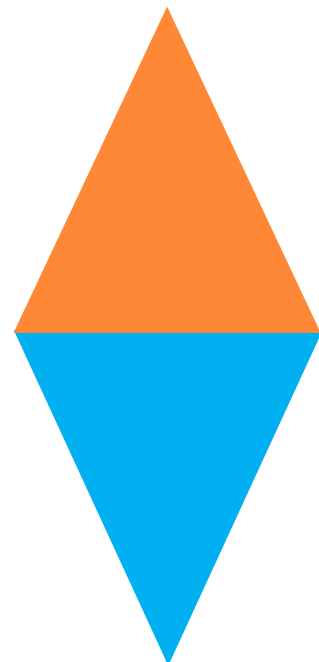
The following experiences are designed for advanced preschoolers that are ready to learn more about letters and sounds as well as numbers, mathematical operations (addition/subtraction), and spatial concepts. The following extension ideas blend well with the activities presented in this Teaching Guide. Incorporate them as you complete activities if they are appropriate for the advanced children in your care.

Letter Recognition, Beginning Sounds and Creative Writing:

- ❑ **Words that Describe Wind:** This experience will challenge children to build vocabulary. At the same time, it will expose children to letter names and sounds in a meaningful way. Post a sheet of paper on the wall or use a wipe board (if you prefer). Have the children talk about the wind. Encourage them to describe how the wind feels, sounds and even smells! Then, have the children think of as many words as they can that describe the wind. Print the words the children suggest on a piece of paper. They might think of words like *gust, breeze, warm, dry, cold, whipping*, etc. See how many words they can think of and then, once finished, have them read the list with you. If possible, keep the list posted and encourage children to add to it during the entire Windy Weather unit.
- ❑ **It Starts With...:** As you introduce each new vocabulary word, print it on paper and have children identify the beginning letter and sound. Can children list other words that begin with the same letter and sound?
- ❑ **Windy Names:** This experience combines writing with art and science! You will need pencils, watered down paint, drinking straws and large sheets of white paper. First, have each child use a pencil to write a favorite word on a large sheet of white paper. Then, have the children use paintbrushes to put watered down paint on the pencil letters. While the paint is still wet, have the children use a drinking straw to blow it. What happens? Which way do the paint go? What happens when the paint mixes? Allow the windy words to dry before sending them home.

Geometry:

- ❑ **Creating a Kite Shape:** This hands-on experience will challenge children to problem-solve as they explore geometry. To prepare for this experience, you will need an assortment of paper or felt shapes including squares, rectangles and triangles. Include different sizes of each shape as well. Then, invite children to use the shapes to create diamonds. If using felt, they can do this on a feltboard. If using paper, they can do this on a table. The children will need to manipulate the shapes in different ways to create diamond shapes. As they explore, be sure to engage the children in conversations. Challenge them to share their thought processes as they work.



Learning Indicators Addressed By Activity

	Exploring Together	Small Group	Small Group	Infant
DAY 1	What is Wind? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, PD4, SS2	What Will Happen? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, MK1, MK2, MK6, PD5	Fun with Fans LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, PD5	The Wind LD1, LD2, SE1, SE4, AL1, SK1, SK3, CA1
DAY 2	Fast Wind. Slow Wind. LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, CA1, CA4, PD3, PD4, SS1	Straws & Cotton Balls LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, MK6, PD5	Windy Art LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, CA3, PD5	Feel the Breeze LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
DAY 3	Now It's Dry LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LR1, PD5, SS1	Wash and Dry LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, MK1, MK2, MK5, PD5	Which Will Dry First? LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, MK1, MK2, MK5, CA3, PD5	Dry Then Wet Then Dry LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
DAY 4	Let's Go Fly a Kite! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK1, LK2, LK3, LK4, LK5, LR1, MK1, MK2, MK5, CA1, CA4, PD4	Kite Makers Are We LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1, LR2, MK6, CA3, PD4, PD5	Kite Find and Match Game LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK6, PD4, PD5	See the Kites Flying LD1, LD2, SE1, SE4, AL1, SK1, CA1
DAY 5	The Wind Blows... LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, CA1, CA2, PD4	How Many Spots on the Kite? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK1, MK2, PD5	Crayon Resist Kites LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LK2, LK3, LK4, LK5, LR1, CA3, PD5	Colorful Kites LD1, LD2, SE1, SE4, AL1, SK1, CA3, PD5
DAY 6	Pretty Pinwheels LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, CA1, PD4, PD5, SS1	A Giant Pinwheel LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, CA3, PD5	Playing Windy Memory LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK6, PD5	Watch the Pinwheel LD1, LD2, SE1, SE4, AL1, AL2, SK1, SK3, CA1, PD5
DAY 7	Bubble Fun LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK1, LR1, PD4, SS1	Bubbles Outside LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK3, MK6, PD4	Mix It to Make It LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK1, MK2, MK5, PD5	Pop! Pop! Pop! LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
DAY 8	Which Way? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LK2, LK3, LK4, LR1, PD4	Wonderful Windsocks LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, CA3, PD5	Reading to Learn LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK3, LK1, LK2, LK3, LR1, PD5	I Make a Wind Sock, Too! LD1, LD2, SE1, SE4, AL1, SK1, CA3, PD5
DAY 9	The Power of Wind LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, CA4, PD4, SS3	What Else Can the Wind Do? LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, MK6, PD5	More Windy Memory Fun LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, LR1, MK6, PD5	Bubbles in the Breeze LD1, LD2, SE1, SE4, AL1, SK1, SK3, PD5
DAY 10	Wild, Windy Day! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, LR2, MK1, MK2, MK6,	Don't Pop the Bubbles! LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LR1, LR2, MK6, PD4, PD5	When the Wind Blows... LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, SK2, SK3, LR1, LR2, MK6, PD5	Sing and Say LD1, LD2, SE1, SE4, AL1, SK1, CA1

Please see the Gee Whiz User's Guide for a full list of Learning Indicators.

School-Age Experiences

Blow Paint Races LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK5, MK6, CA3, PD5	Cool Kites LD1, LD2, LD3, LD4, SE1, SE2, SE4, AL1, AL2, SK1, LR1, LR2, CA3, PD5	What is a Weather Vane? LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK2, LK3, LK4, LK5, LR1, LR2, PD5
Exploring Evaporation LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, MK1, MK2, MK6, PD5	Breezy Beach Ball LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK2, SK3, LR1, PD4, PD5	Wind Power LD1, LD2, LD3, LD4, SE1, SE2, SE3, SE4, AL1, AL2, AL3, SK1, SK3, LK2, LK3, LK4, LK5, LR1, CA3, PD5, SS3

Book List

Here is a list of books that complement our unit, "Windy Weather":

Bubble, Bubble by Mercer Mayer

Bubble Trouble by Margaret Mahy

Curious George Flies a Kite by H.A. Rey & Margaret Rey

Curious George Windy Delivery by H.A. Rey

El viento by Grace Hansen

Energia del viento by Tea Benduhn

Energy Island by Allan Drummond

Feel the Wind by Arthur Dorros

Flora's Very Windy Day by Jeanne Birdsall

How to Make Bubbles by Erika Shores

Kate, Who Tamed the Wind by Liz Garton Scanlon

Kite Day: A Bear and Mole Story by Will Hillenbrand

Kite Flying by Grace Lin

Like a Windy Day by Frank Asch

Oh Say Can You Say, What's the Weather Today? by Tish Rabe

On a Windy Night by Nancy Raines Day

One Windy Day by Tammi Salzano

Peppa's Windy Day by Scholastic

Pop! A Book about Bubbles by Kimberly Brubaker Bradley

Spinner the Winner by Mike Ormsby

What Color Is the Wind? By Anne Herbauts

When the Wind Stops by Charlotte Zolotow

The Wind Blew by Pat Hutchins

Wind Energy: Blown Away! by Amy S. Hansen

THE WIND IS BLOWING (tune: "The Farmer in the Dell")

Slow, slow, slow.
The wind is blowing slow.
I feel it on my face and hands,
The wind is blowing slow.

Fast, fast, fast!
The wind is blowing fast.
I feel it as it whips my hair,
The wind is blowing fast.

SEE THE KITE (tune: "Mary Had a Little Lamb")

See the kite fly up and down,
Up and down, up and down.
See the kite fly up and down,
In the windy sky.

See the kite fly back and forth,
Back and forth, back and forth.
See the kite fly back and forth,
In the windy sky.

See the kite fly fast and slow,
Fast and slow, fast and slow.
See the kite fly fast and slow,
In the windy sky.

See the kite fall to the ground,
To the ground, to the ground.
See the kite fall to the ground,
When the wind dies down.



THE KITES ARE FLYING
(tune: "The Wheels on the Bus")

The kites are flying way up high,
Way up high, way up high.
The kites are flying way up high,
Watch them move!

LITTLE PINWHEEL

(tune: "Mary Had a Little Lamb")

Little pinwheels, spinning 'round,
Spinning 'round, spinning 'round.
Little pinwheels, spinning 'round,
'Round and 'round they go.

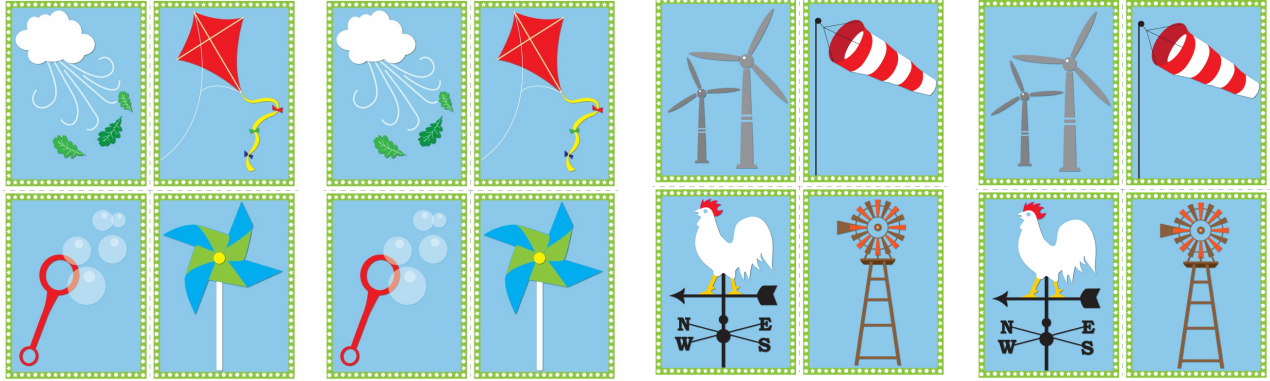
Little pinwheels, spinning fast,
Spinning fast, spinning fast.
Little pinwheels, spinning fast,
'Round and 'round they go.

Little pinwheels, spinning slow,
Spinning slow, spinning slow.
Little pinwheels, spinning slow,
'Round and 'round they go.



Windy Memory Teaching Tool Preparation Directions

1. Print the Windy Memory game from separate file.
2. Mount all sheets to heavyweight paper and cut apart following the dotted lines OR cut the pictures apart and mount each to an index card.



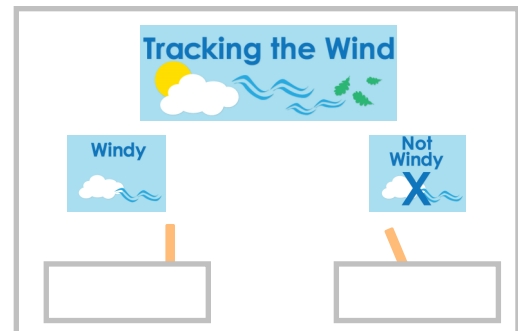
Malcolm the Meteorologist Puppet Preparation Directions

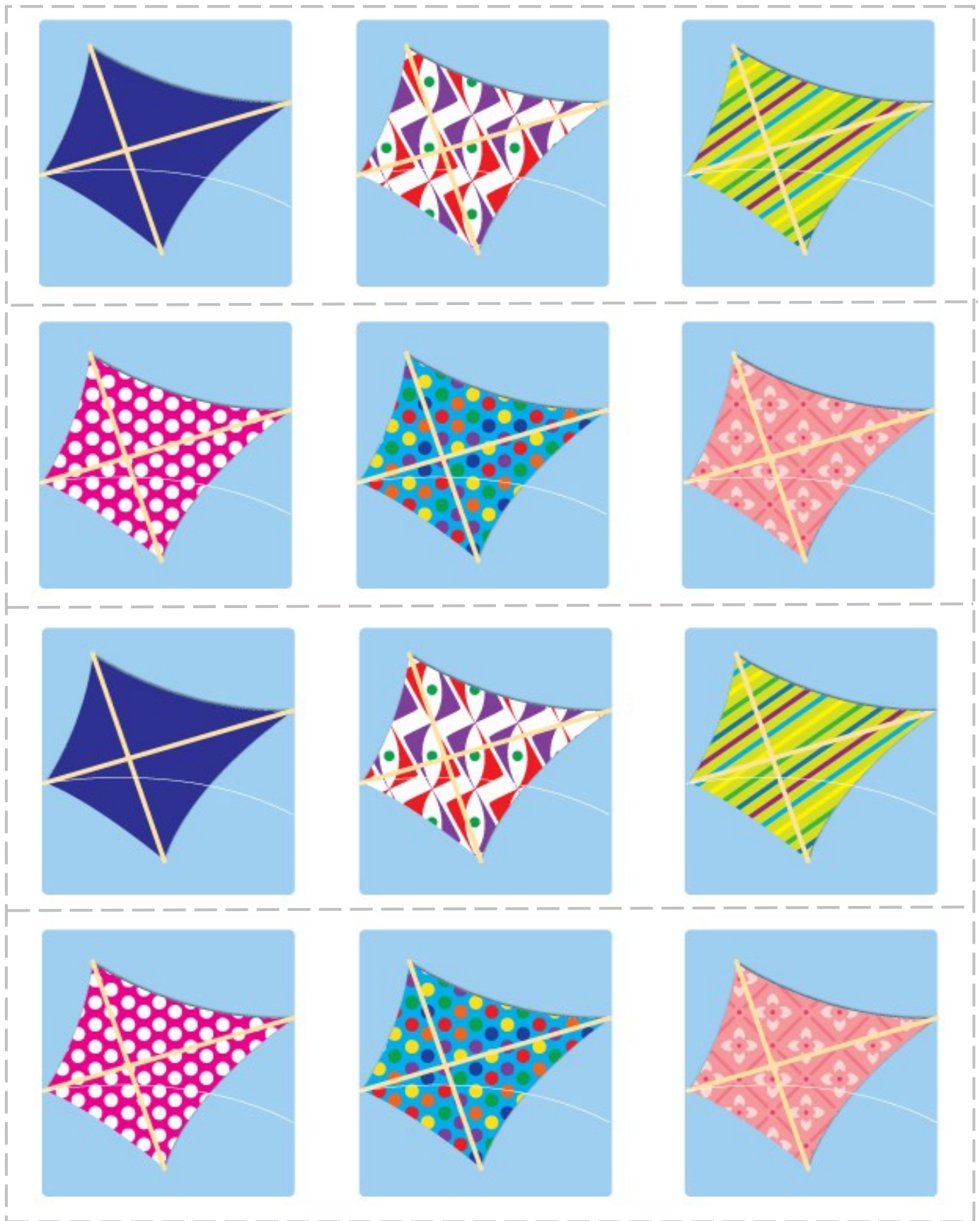
1. Print puppet page from the separate file.
2. Cut out Malcolm and tape him to either a small box or even a larger block.

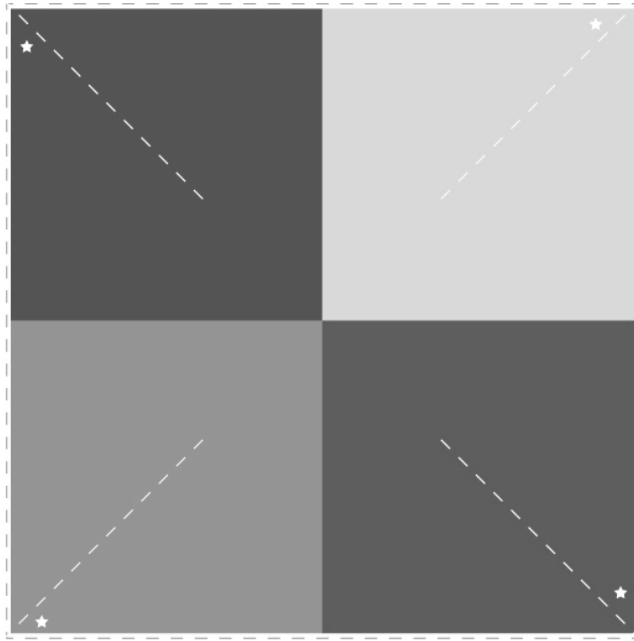


“Tracking the Wind” Chart Preparation Directions

1. The printables you will need to make this chart can be found in the “Tracking the Wind” Chart file.
2. Locate a large sheet of construction paper (or posterboard), 2 large index cards, gluesticks and tape.
3. Cut the title for the chart as well as the images from the sheet. Glue the title to the top of the construction paper and the images below. Then, tape a large index card on 3 sides below each image to create a pocket.







Bubble Solution

- 1 cup liquid dish detergent
- 2 cups water
- 4 Tbsp. glycerin (purchase at the drugstore)
- 1 tsp. sugar

Mix ingredients together and store in an airtight container.

1. Use this picture to help you make cuts in the 1 foot by 1 foot square you will use to make a giant pinwheel.
2. Next, use a hole punch to make a hole as indicated above in each section of the pinwheel.
3. Fold the sections with holes into the center and secure staples. Just make sure to keep the hole in the center open.
4. Put a push pin through the hole in the pinwheel and press into the side of the wrapping paper tube or rolled newspaper tube. Carefully cover the sharp end (inside the tube) with duct tape. Use craft glue to attach a pom-pom to the top of the push pin.

