

## Topic of Study – Air and Wind

### Introduction

Children have experiences with air every day. Air is all around them, but they can't see it. However, they can see the effects of wind, which is air in motion. Children feel the wind blowing against their bodies. They hear the leaves rustling in the trees as the wind blows through them. Many children have played with balloons. They have blown soap bubbles. Some have watched with delight as they see a kite soaring in the air. Children are experiencing air and wind through their senses.

**IMPORTANT INFORMATION: Balloons are excellent examples of air and wind. However, because balloons rank as one of the highest choking hazards for young children, we recommend that balloons NOT be used with preschool children at home or in the classroom!**

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### Teacher Notes about STEM

- *Early Childhood Educators are now linking together science, technology, engineering, and math into what is frequently referred to as STEM curriculum.*
- *This topic of study, Air and Wind, focuses on the science component of STEM.*

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### Teacher Notes

Arkansas Minimum Licensing Requirements (Rev. 1.1.15) requires the following:

**400 PROGRAM – 401 Program Requirements for all ages**

5.a The facility shall have an approved curriculum with weekly activity plans appropriate for the developmental needs of each group of children.

To assist your program in meeting this requirement, refer to Developing Weekly Activity Plans for Adventures in Learning for information on how to develop your plans. In addition, 2 different examples of blank activity plan sheets are included. Feel free to make copies of the plan sheet you select and use it each week. To help you in your planning, there are also 2 samples of completed plan sheets that you may use as guides when developing weekly activity plans for your group of children.

- ***Adventures in Learning*** is an Arkansas approved curriculum.
- *This curriculum guide is a collection of activities that support the Big Ideas listed below. Choose those activities that best meet the needs of the children in your group.*
- *Consider extending this topic of study beyond a one-week period of time. There is so much for children to learn about air and wind. Carry over experiences from one week to another because children enjoy and learn best through repetition.*
- *If you do not have some of the featured books, refer to the Additional Books section for other books you can use.*
- *It is important to read the same books several times to children so that they have a better understanding of the theme, plot, characters and the sequence of events. In each of the readings presented here, there is a different focus on what is happening in the story.*

## Big Ideas

Here are three big ideas about air and wind that you can help children explore:

- Air is all around us, we just can't see it.
- Wind is air in motion. We can see, hear, and feel the impact of wind.
- Wind is good for many things such as flying kites, blowing bubbles, drying clothes, and moving sailboats

## Materials to Collect and Make

- Pictures of windy scenes such as blowing bubbles, flying kites, leaves blowing, sailboats (laminated or cover with clear adhesive to preserve)
- Chart sheet, marker board or chalk board and markers and chalk
- Children's books about wind and air:  
*The Wind Blew* by Pat Hutchins  
*Gilberto and the Wind* by Marie Hall Ets
- Felt or magnetic board
- Storytelling Figures for the book, *The Wind Blew*: (See Attachment: [The Wind Blew](#))
- Clothesline (6 feet long)
- Clothespins (spring type)
- Hand held fans from paper or cardboard, Oriental fans
- Bubble wands or plastic rings from a six pack of drinks
- Plastic squirt bottles (empty catsup, mustard or detergent dispensers that have been cleaned)
- Small, clear plastic bottles, one per child
- Collection of scarves
- Shells and/or small stones for wind chimes (drill holes in them)

## Resources

- Check with your local library for the availability of children's books.
- Children's books can be purchased online, from school supply catalogs or local bookstores.

## Introducing and Concluding the Topic

### Introduction: Finding out what children know about air and wind

#### Learning Goals:

**CD2.4 Holds and manipulates information in memory** (*short term and working memory and long-term memory*)

**CD3.2 Engages in symbolic and abstract thinking** (*abstract thinking*)

**EL3.1 Responds to features of books and print** (*print knowledge*)

To introduce the topic of “Air and Wind,” you need to know what children already know about the topic. This allows you to build on your children’s experiences. It also helps create an interest in the topic. Here’s how to begin:

- Gather the children in a group. Say, “For the next few days we’re going to be learning about air and wind.”
- Write on chart paper, chalk board or marker board the words “Air and Wind”
- Invite children to tell you things they already know about air and wind. You may have to ask questions to stimulate their thinking: questions such as “Have you ever seen the wind?” “How can you tell if the wind is blowing?”
- Make a list of all the things children know about air and wind.
- Review the list with them and say, “You already know a lot of things about air and wind and we’ll find out even more.”
- Now ask children what they would like to know about air and wind and make a list of what they say.
- Keep the two lists until you have completed the topic of study.

What We Know about Air and Wind	What We Would Like to Know about Air and Wind	Things We Learned about Air and Wind

### Conclusion: Finding out what children have learned about air and wind

- Gather the children in a group at the conclusion of the study about air and wind.
- Write on chart paper, chalk board or marker board “Things We Learned about Air and Wind.”
- Invite children to tell you some things they have learned about air and wind. You may have to ask prompt questions such as, “What are some things that wind can do?”
- Make a list of all the things children learned about air and wind.
- Read the first two lists you made with the children. Then say, “Here are some new things you found out about air and wind” and read today’s list with the children.

**Teacher Note:** *This method of introducing and concluding the topic is known as KWL. What do children know, what they want to know, and what did they learn.*

## Reading Books with Children

### Learning Goals:

**CD2.1 Focuses and sustains attention**

**CD2.4 Holds and manipulates information in memory** (*short term and working memory*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences*)

**EL3.1 Responds to features of books and print** (*book knowledge*)

**Book #1:** *The Wind Blew* by Pat Hutchins, author and illustrator

### First Reading of *The Wind Blew*

- Prepare to read the book, *The Wind Blew*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures)
- Ask children to look at cover and predict what story is about.
- Read the story so all children can see the pictures in the book.
- Follow up with questions such as: "*How do you think the people felt when the wind blew all their things away?*" "*Have you ever had the wind blow anything away from you?*" Allow each child who wants a turn a brief time to discuss their experiences with the wind.

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### Second Reading of *The Wind Blew*

- Show cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by asking children to name the objects on each page that the wind blew. Point to the objects as children name them, always starting at the left and moving to the right.

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### Third Reading of *The Wind Blew*

- Show cover. Invite children to recall the title of the book. Give author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the third reading by showing one page at a time and asking questions to get children to notice the picture on the page as a way to predict what will happen on the next page. Here are examples of how to ask the questions:  
Page 1: "What is the wind going to blow?" (umbrella)  
Turn the page: "What is the wind going to blow next?" (balloon)  
Turn the page: "What is the wind going to blow next?" (hat)
- Continue with this activity until all of the objects have blown into the air.
- Conclude the activity by showing the children the last two pages where the objects are mixed up and thrown down. Ask children, "Did everyone get back what the wind blew away from them?" Allow them to look at the last page and discuss what they see.

**Book #2:** *Gilberto and the Wind* by Marie Hall Ets, author and illustrator

**First Reading of *Gilberto and the Wind***

- Prepare to read the book, *Gilberto and the Wind*.
- Show cover; give title, author and illustrator. (Explain that the author is the person who writes the book and the illustrator is the person who draws the pictures.)
- Say to the children, “The boy on the cover of the book is Gilberto. The story is about Gilberto and the wind. Why do you think Gilberto is holding on to his hat?”
- Accept all of children’s answers and say, “Let’s read and find out more about Gilberto and the wind.”
- Read the story so all children can see the pictures in the book.
- Read the book with expression. When you read that the wind whispers, whisper the words. When you come to the last page, read the words in a quiet and “tired” voice.
- Follow up with questions such as, “Why do you think the wind and Gilberto were tired?” “What were some things they did that made them tired?” “Do you think the wind can talk to you like it did to Gilberto?” “If the wind could talk to you, what do you think it would say?”

**Second Reading of *Gilberto and the Wind***

- Show cover, give title, author and illustrator.
- Read the story so all children can see the pictures in the book.
- Follow up the second reading by showing each page and asking children to describe what Gilberto and the wind are doing on that page.
- Invite children to share some experiences they have had with the wind; experiences such as flying kites, blowing bubbles, and sailing sailboats.

**Additional Book**

*A Letter to Amy* by Ezra Jack Keats

**Language and Literacy Materials and Activities**

**Learning Goals:**

**EL1.1 Shows interest in literacy experiences**

**EL2.1 Notices and manipulates the sounds of language (*rhyme*)**

**CA1.1 Explores through listening, singing, creating, and moving to music**

**Bubble Chant**

Bubbles bubbles everywhere  
Gently floating through the air,  
Bouncing up and down without a care.  
Bubbles bubbles everywhere.

**Bubbles, Bubbles, Bubbles!**

Bubbles, bubbles way up high!  
Bubbles, bubbles in the sky.  
Bubbles, bubbles way down low.  
Bubbles, bubbles on my toe.  
Bubbles, bubbles in the air.  
Bubbles, bubbles everywhere.

**The Air Chant**

Air is around me everywhere;  
I breathe it in and breathe it out  
Through my nose and through my mouth  
'cause air is around me everywhere

- Say the chant a few times until the children know the words.
- Say the chant while you clap in time to the words.
- Give the children rhythm sticks and say the chant while you play the sticks in time to the words.

### Wind Chant

(Chant or sing – clap hands and pat knees in time to the chant)

The wind will make the leaves blow, the leaves blow, the leaves blow.  
The wind will make the leaves blow  
All day long.

The wind will make the kites fly, the kites fly, the kites fly.  
The wind will make the kites fly  
All day long.

The wind will make the bubbles bounce, bubbles bounce, bubbles bounce.  
The wind will make the bubbles bounce  
All day long.

The wind will make the trees sway, the trees sway, the trees sway.  
The wind will make the trees sway  
All day long.

The wind will make the clouds move, the clouds move, the clouds move.  
The wind will make the clouds move  
All day long.

The wind will make the boats sail, the boats sail, the boats sail.  
The wind will make the boats sail  
All day long.

**Teacher Note:** *Make up additional verses and invite children to add verses. The idea is to help children see how the wind makes things move.*

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### The Bubble Song

(Sing to the tune of Ten Little Indians)

1 little, 2 little, 3 little bubbles (Hold up correct number of fingers)  
4 little, 5 little, 6 little bubbles  
7 little, 8 little, 9 little bubbles  
10 little bubbles go pop, pop, pop.

Pop those, pop those, pop those bubbles  
Pop those, pop those, pop those bubbles  
Pop those, pop those, pop those bubbles  
10 little bubbles go pop, pop, pop.

- Ask children to hold up the correct number of fingers as they sing the first verse.
- Sing the song through until the children know the words. This can be done over a period of time.

**Teacher Note:** *Ask the children to clap once each time they sing the word “pop” in the second verse.*

**Learning Goal:****EL1.1 Shows interest in literacy experiences****Storytelling Figures:** *The Wind Blew* (See Attachment: [The Wind Blew](#))

- Make storytelling figures for the book *The Wind Blew*. Copy on cardstock and color the figures. Cut out on dotted lines and laminate or cover the figures with clear adhesive for durability.
- Hang a clothesline in the area where you will tell the story. Use two chairs as the end posts.
- Have a basket of spring type clothespins near by.
- Sit behind the clothesline to tell the story. Clip to the clothesline the appropriate figure of the object that the wind blew as you name it. Clip the objects to the line from the children's left to right.
- Allow children to take turns clipping the figures to the line as you tell the story.
- Consider hanging the clothesline in the library area if space allows. Locate it so that it is out of the line of traffic.
- Place the story figures and the basket of clothespins near the line.
- Place the book, *The Wind Blew*, in the library/book area so children can refer to it.
- Review with the children the correct way to use the story figures.
- Spend time in the library/book area helping children use the story figures correctly.

**Learning Goals:****LD1.1 Understands and responds to language (in child's home language)****LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language) (expressive vocabulary)****EL3.1 Responds to features of books and print (print knowledge)****ST1.1 Engages in the scientific process to collect, analyze, and communicate information (observations, questions, and predictions)****ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials (nature and the environment)****Take a Wind Walk**

- Choose a day when the wind is blowing to take a wind walk.
- Read the story *The Wind Blew* or *Gilberto and the Wind* before going on the walk. Discuss some things the wind did in the story.
- Tell the children they are going to go on a walk to learn more about the wind.
- Ask the children "What are some things you might see the wind do?" Tell them they will have to use their eyes and their ears on the walk.
- Return to the classroom, gather the children in a group, and involve them in discussing what they saw or heard that told them the wind was blowing.
- Write "Our Wind Walk" on a chart pad, chalk or marker board. Record their comments about what they saw or heard.
- Read their comments back to them.
- Examples of comments might be: "We saw the leaves blowing in the tree." "We saw paper blowing across the street" "We saw the clouds moving." "We felt the wind blowing our hair."
- Allow the children to draw pictures to illustrate their story.

## Science / Discovery and Math

### Learning Goals:

**ST1.1 Engages in scientific process to collect, analyze, and communicate information** (*observations, questions, and predictions*)

**ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials** (*nature and the environment*)

### Activity: Swirling Confetti

- Collect small clear plastic bottles, one per child. Make sure bottle is dry inside.
- Make confetti by using a hole punch to punch out circles from different colors of paper
- Prepare the bottles for this activity by inserting a funnel into the opening and pouring a small amount of confetti into each bottle.
- Have each child practice blowing on his or her hand.
- Give each child his or her own straw and explain that they are not to share their straw with anyone else.
- Explain the difference in blowing air through the straw and sucking air in through the straw like they do when they are drinking through a straw.
- Have children put a hand in front of the end of the straw and practice blowing through the straw. Tell them that they should be able to feel the air on their hand.
- Ask children to predict what will happen to the confetti when they blow into their bottles.
- Invite children to blow into their bottles and encourage them to observe what happens to the confetti.
- Ask children why the confetti moved when they blew into the bottle. Where did the air come from? Could they see the air? Accept their answers. (Breath is air in motion)
- Collect the straws from the children and throw them away.

**Teacher Note:** *Make 6 to 8 holes in the straw with a straight pin to prevent children from sucking the solution through the straw.*

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### Activity: What's in the Bag?

- Write each child's name on a self-closing bag.
- Put small square pieces of tissue paper in each bag.
- Put a straw in each bag and zip the bag shut.
- Have the children blow the bag full of air and see what happens to the tissue paper.
- Ask children what they observed as they did this experiment. What caused the tissue paper to move?

**Teacher Note:** *Children are to keep straws in their individual bags which can be placed in the Discovery/Science Center for children who may want to continue this activity.*

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### Activity: Air Pushers

- Collect empty plastic catsup, mustard or detergent dispensers that squirt air when squeezed. Make sure the dispensers have been thoroughly cleaned.
- Place small items such as feathers, cotton balls, pieces of tissue paper, and Styrofoam packing chips inside a circle of masking tape or a hula-hoop on the floor or on a table.
- Invite the children to use the squirt dispensers and take turns trying to squirt the items out of the circle.
- Ask children questions such as "What was inside the containers that caused the items to move when you squirted them?" "Which of the items was the easiest to move?" "Which was the hardest?"



**Activity: Air Sacks**

- Provide each child with a small lunch-size paper bag.
- Invite children to blow into the bags and see what happens. Ask questions such as what makes the bags expand? (air) Can they see the air? How do they think they can keep the air in the bag?

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**Activity: Making Kites**

- Trace circles (1 foot in diameter) on paper grocery sacks or butcher paper, 1 per child.
- Invite the children to cut out the circles and decorate them with crayons or markers.
- Provide thin streamers (1 foot long) of tissue paper.
- Invite children to glue the streamers on the circle and allow to dry.
- Punch two holes in the circle and insert a string.
- Take the children and their kites outside and let them run with their circles.
- Return to the classroom and involve the children in discussing what happened with the streamers as they ran with them.
- Ask children what they think makes their streamers ripple in the breeze. (air)

**Additional Learning Goal:****PH2.2 Adjusts grasp and coordinates movements to use tools** (*writing and drawing tools, scissors*)

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**Activity: Windsocks**

- Give each child a small lunch-size paper bag to decorate with markers, crayons, or collage materials. Write children's names, or have them write own name on individual bags.
- Help children cut the bottoms off the bags.
- Punch two holes in the tops of the bag and help children put yarn or string through the holes to make a hanger for the windsock.
- Have children glue or tape streamers to the opposite end of their windsock.
- Hang the windsocks outside your classroom window so children can watch their windsocks blow in the breeze.

**Teacher Note:** *Consider allowing children to take their windsocks home and hang outside a window.***Additional Learning Goals:****PH2.1 Demonstrates fine-motor strength, control and coordination****PH2.2 Adjusts grasp and coordinates movements to use tools** (*writing and drawing tools, scissors*)

**Activity: Wind Chimes**

- Collect shells or small stones and drill holes in them.
  - Involve the children in pulling strings through the holes (tape the ends of the string so children can put through holes)
  - Make wind chimes by hanging the shells or stones on a stick or dowel rod.
  - Hang the wind chimes either in the classroom (where air will blow them) or outdoors.
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**Activity: Drying Clothes**

- Choose a sunny and windy day and allow children to wash doll clothes in a small plastic tub before going outdoors.
- Help them wring excess water out of the clothes.
- Allow children to hang the clothes on the playground fence.
- Ask children what they think will happen to the clothes. Accept all answers. Some will probably say the clothes will dry.
- Invite the children to check on the clothes periodically to see what is happening. Were their predictions correct?
- Take the clothes indoors when they have dried.
- Ask children what dried the clothes. (air and temperature of the sun)

**Learning Goals:**

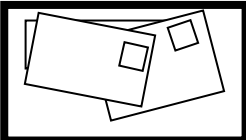
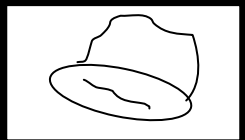
**SE3.1 Shows awareness of self as unique individual** (*preferences*)

**EL3.1 Responds to features of books and print** (*print knowledge*)

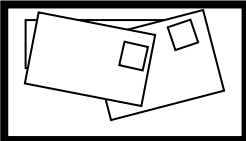
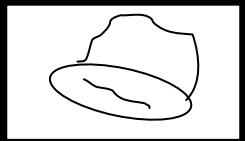
**MT1.1 Demonstrates number sense and an understanding of quantity** (*connection of number, numeral and quantity*)

**Activity: My Favorite Book about Air and Wind**

- Create a chart as follows
- 

6		
5		
4		
3		
2		
1		
	<b>The Wind Blew</b> 	<b>Gilberto and the Wind</b> 

- Gather the children together and explain to them that they are going to vote on their favorite book about air and wind.
- Show them the two featured books, *The Wind Blew* and *Gilberto and the Wind*.
- Involve the children in a brief discussion about the main points of each book.
- Provide each child his or her name card
- Allow each child to vote for his or her favorite book by placing name card in the appropriate column.
- Involve the children in counting the number of names in each column. Discuss which column has the most names and which column has the least names.

6		
5	Jonathan	
4	James	
3	Kennedi	Trude
2	Sam	Maria
1	Ashley	Elizabeth
	<b>The Wind Blew</b> 	<b>Gilberto and the Wind</b> 

- Write a summary story on a chart sheet or marker board summarizing the vote.

**Our Favorite Book about Air and Wind**

Five children like *The Wind Blew*. Three children like *Gilberto and the Wind*.

## Movement / Physical Education

### Learning Goals:

**PH1.2 Shows stability and balance** (*core stability*)

**LD1.1 Understands and responds to language (in child's home language)** (*vocabulary and language comprehension*)

### Activity: Let's Be the Wind

- Gather the children in a group and read a book such as *The Wind Blew* or *Gilberto and the Wind*.
- Give each child a crepe paper streamer or ribbon stick about two feet long.
- Tell children they will pretend they are the wind.
- Allow enough space for children to move while twirling streamers.
- Invite children to wave the streamers in front of them, to one side, to the other side, and over their heads.
- Encourage them by saying, "Wind, blow high in the air. Wind, blow down to the ground. Wind, twirl around and around. Be a gentle wind, be a strong wind. Wind, settle down, down to the ground."

**Teacher Note:** *This last direction, "Wind settle down, down to the ground", will be a way to wind down the activity and have children sitting.*

### Learning Goal:

**PH1.1 Demonstrates locomotor skills** (*travelling*)

### Activity: Chasing Bubbles

- Involve children in making bubble soap mix. Allow them to be involved in measuring and gently mixing the following ingredients:

#### Bubble Soap

- 1 teaspoon glycerin
- ½ cup liquid detergent
- ½ cup of water

**Teacher Note:** *For best results, let the mixture sit overnight before taking outdoors to blow bubbles*

- Take the bubble-blowing supplies outside on a windy day and let the wind make the bubbles.
- Allow children turns being bubble blowers and bubble chasers.

### Learning Goals:

**PH1.3 Demonstrates gross-motor manipulative skills** (*catching, throwing*)

**LD1.1 Understands and responds to language (in child's home language)** (*follows directions*)

### Activity: Tossing Scarves in the Air

- Provide a collection of scarves, one per child, stored in a container such as a basket.
- Invite two children at time to select a scarf from the basket and name the color of scarf they chose.
- Ask children to hold hands and form a circle, then drop hands and take two steps back.
- Demonstrate and explain throwing and catching a scarf.  
"Hold the scarf in your hand and down to your side."  
"With an underhand motion, raise your arm and throw the scarf into the air."  
"Throw hard so your scarf goes high."  
"Now reach out and catch the scarf."
- Allow children to practice throwing and catching scarves.
- Assist children who may be having difficulty throwing the scarf.
- Ask children, two at a time, to return scarves to the basket.
- Practice throwing and catching scarves at a later time.



## Learning Centers

**Teacher Note:** *As children are involved in the learning center, they are engaging in activities that support all or most of the domains of child development and early learning:*

- *Social and Emotional Development*
- *Cognitive Development*
- *Physical Development and Health*
- *Language Development*
- *Emergent Literacy*
- *Mathematical Thinking*
- *Science and Technology*
- *Social Studies*
- *Creativity and Aesthetics*

*However, there will also be activities included and these will have specific learning goals.*

**Learning Goal:**

**CA2.1 Explores, manipulates, creates, and responds to a variety of art media** (*exploration of art*)

### Art Center

#### **Activity: Bubble Print**

- Mix together in a 6-8" bowl
  - 1 cup water
  - Drops of food coloring
  - ¼ cup liquid detergent
  - ¼ cup liquid starch
- Invite children to blow with a straw into the mixture until the bubbles build above the rim of the bowl.
- Invite children to make a print by laying a sheet of white construction paper across the bowl rim, allowing the bubbles to pop against the paper.
- Children can repeat this process to make several bubble prints on one page.

#### **Teacher's Notes:**

- *Supervise children closely during this activity.*
- *Explain the difference in blowing air through the straw and sucking air in through the straw like they do when they are drinking through a straw.*
- *Make 6 to 8 holes in the straw with a straight pin to prevent the children from sucking the solution through the straw.*

#### **Activity: Straw Blowing Pictures**

- Invite children to do straw blowing pictures in the art center
- Explain that they will use a spoon to place a small amount of tempera paint on their paper and will use a straw to blow through to move paint across the paper and create a design.
- Make sure children know how to blow through the straw and that each child has his or her own straw which is to be thrown away when the painting is completed.

#### **Activity: Squirt Bottle Painting**

- Prepare thick tempera paint of different colors, each in a separate plastic squirt bottle.
- Invite children to squirt colors on their paper to create a design.
- Observe to see if children mix colors and create new colors. If so, notice and comment. For example, ask, "What happened there? How did you do that?" (child mixed red and blue)

**Teacher Note:** *Supervise this activity to make sure children squirt small amounts of paint at one time and that they only squirt paint on their paper.*

**Learning Goals:**

**PH2.2 Adjusts grasp and coordinates movements to use tools** (*writing and drawing tools, scissors*)

**ST1.1 Engages in the scientific process to collect, analyze, and communicate information**

**Activity: Newspaper Streamers**

- Help children measure and cut out two-inch wide strips of newspaper (length of strips will be full length of a page or the width of two pages folded out).
- Invite children to decorate their strips with markers, paint or crayons. Help children put their names on their individual streamers.
- Choose a day when the wind is blowing and allow the children to take their streamers outdoors.
- Encourage children to observe what happens to the streamers when the wind blows or as they run with them.
- Tape some of the streamers to the climbing structure or to the fence and encourage children to observe what happens when the wind blows.

**Learning Goal:**

**ST1.1 Engages in the scientific process to collect, analyze, and communicate information**

**Block Center**

**Activity: Air Maze**

- Use blocks to create a maze on a table.
- Place ping pong balls at the entrance of the maze.
- Provide a variety of objects such as paper fans, straws, paper towel tubes, and plastic squirt bottles.
- Invite children to use the different air movers to try and move the ping pong balls through the maze
- Observe as they experiment with the different air movers. Ask them which moved the ping pong balls the best.

**Teacher Note:** *Help children make a maze on the floor in the block area for this activity.*

**Library/Book Center**

- Add books about wind and air.
- Add pictures of windy scenes.
- Add clothesline, clothespins, and storytelling figures for the story *The Wind Blew*.

**Home Living/Dramatic Play**

- Add paper, cardboard, or Oriental fans

**ST1.1 Engages in the scientific process to collect, analyze, and communicate information**

**Water table or tub**

- Add dish detergent, whisk and eggbeater to the water table/tub.
- Ask children what they think will happen when they use the whisk and eggbeater in the water.
- Observe children as they create bubbles with the whisk and beater.
- Ask children what they think is creating the bubbles in the water. (air)

## Quiet Corner

### **Learning Goal:**

**SE2.1 Experience, expresses, and regulates a range of emotions** (*emotion regulation*)

- Create a quiet corner in your classroom; a place where children can go to be alone and to get away from the stresses of group living.
- Place soft items in the quiet corner. Carpet on the floor, soft pillows, and soft and cuddly stuffed animals or dolls are examples.
- Discuss with children when they might want to go to the quiet corner. When they are angry and need to get away from the source of their anger? When they are sad and need to be alone? When the room gets too noisy and they need a quiet spot?
- Explain to children that the quiet corner is for one child at a time.

**Teacher Note:** *Make sure this area can be supervised by the adults in the classroom at all times.*

## **Transition Activities**

### **Learning Goals:**

**CD2.2 Shows flexibility in adjusting thinking and behavior to different contexts** (*adjusting behavior to different contexts*)

**ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials** (*physical objects and materials*)

### **Activity: Balloon Match**

- Cut out balloons from different colors of construction paper, plus a set of each color for yourself.
- Give each child a balloon prior to transitioning the group to the next activity.
- Show a yellow balloon and say, "All who have a yellow balloon can ...."

### **Activity: Let's Go Fly a Kite**

- Cut out kites from different colors of construction paper, plus a set of each color for yourself.
- Give each child a kite prior to transitioning the group to the next activity.
- Say the following:  
Let's go fly a kite  
Up where it's clear and bright.  
Let's go fly a \_\_\_\_\_ kite (show a kite and say the color, show the kite and say nothing, or say the color only)  
Up where's it's clear and bright.  
Let's go fly a \_\_\_\_\_ kite. (show a kite and say the color, show the kite and say nothing, or say the color only).
- Children give you their kite and transition to the next activity as the color of their kite is introduced.

## Family Connection and Engagement

Send home a note to families stating that for the next few days the children will be learning about air and wind. Suggest some ways families can be involved in the topic of study:

- Collect and bring to the center pictures of windy scenes from sources such as magazines and calendars or family events such as sailing or flying kites.
- Save disposables such as plastic squirt bottles. Clean them thoroughly before allowing the children to use them.
- Include the titles and authors of some of the children's books about air and wind. Suggest that they look for these books in the local library, check them out and read them with their child.
- Send home the bubble recipe and suggest that families make a batch of bubbles and go outdoors with their child and blow and chase bubbles. Be sure to tell them that they can use the rings from a six pack of cold drinks for their bubble blowers. If families take pictures of their child blowing and chasing bubbles, ask them to send them to share with the class.