

Force and Interactions: Wind

Supplemental Materials

You Tube Video Read aloud: [Gilberto and the Wind](#)

Google Slides: (with audio buttons) "[Evidence That the Wind is Blowing](#)"

Personal Chromebooks with login credentials (QR code cards)

Headphones (optional)

Accessibility/ privacy

Audio/ visual and clickable buttons used to facilitate accommodations, the formative assessment can be printed and/or audio buttons used to read directions. Each student uses personal Chromebook login credentials to ensure their privacy online.

Summary of the Lesson

The lesson will begin with whole-group work, students will discuss the wind.

Addressing questions such as:

- How do you know that the wind is blowing in the Winter? (possible answers: the scarf around my neck is moving, my face gets cold, it is hard to walk)
- How do you know that the wind is blowing in the Summer? (possible answers: The tree leaves move, the grass moves, the water in a lake ripples).

Students will [watch a video introduction](#) (on Youtube) about the wind and the story of Gilberto. Next, whole-group discussion and listen to Read Aloud. Then they will sort items that are moved by the wind using an interactive drag-n-drop lesson accessed via [Google Slides](#). Whole-group retell and discussion follows the assessment.

Learning Goals ([K.PS2.1](#)/ [1A-CS-01](#))

- I can observe and describe evidence of the wind.
- I can identify the objects that are easily moved by the wind.
- I can log onto my Chromebook using my QR code
- I can use clickable links
- I can complete a lesson on Google Slides

Contexts

Contextual elements: This is a science course taught in late Spring for lower elementary students. Student Key Characteristics: Ages 4-7, diverse backgrounds and experiences, first time in an organized academic setting.

Timeline (Entire lesson = ~30 mins)

Make connections (5 minutes) - Students discuss what they already know about the wind from their own experiences.

Video Read Aloud (15 minutes) - On Youtube, students will [watch a bumper video](#) that introduces the story of Gilberto and the wind. Whole group discussion is done to set up the purpose for reading. They learn to notice the evidence in the story that tells them the wind is blowing. Then students will listen and watch the story. Stop the video after "So I get my balloon, and I run out to play." Think Aloud discussion about the evidence in the beginning of the story that tells them the wind is blowing. Resume and watch until the end. Check for understanding by recapping what clues in the story identify that the wind is blowing.

Turn and Talk (2 minutes) - The students discuss what clues let Gilberto know the wind was blowing.

Formative Assessment (5 minutes) - Using their Chromebooks, QR codes, and headphones (if needed), students complete the [interactive Google Slide](#) Presentation and submit (audio buttons will read the directions). Results will identify if additional lessons or follow-up lessons are necessary to promote learning. Iteration will be utilized as a catalyst to skill/ subject mastery.

Ending the Lesson

Students close their Chromebooks and come to the carpet. As a whole group we retell/ brainstorm as follows:

- What items move easily in the wind?
- What items do not move easy in the wind?
- Name 3 things that can give you evidence that the wind is blowing.