Title/Author: *Feel The Wind*, Written and Illustrated by Arthur Dorros

Suggested Time to Spend: 5 or 6 days (2 sessions per day; at least 20 minutes each)

Common Core grade-level ELA/Literacy Standards: RI.K.1, RI.K.2, RI.K.3, RI.K.7; W.K.2, W.K.8; SL.K.1, SL.K.2, SL.K.3, SL.K.5, SL.K.6; L.K.1, L.K.2

Lesson Objective:

Students will listen to informational text read aloud and use literacy skills (reading, writing, drawing, discussion and listening) to understand and learn about wind and its role in our lives.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

The wind is at work all around us in our environment and impacts our daily lives.

Synopsis

Air is always moving. We can’t see air moving, though we can watch it push clouds across the sky, or shake the leaves of a tree. We call moving air the wind. In this book, students find out all about the wind – what causes it, how it can be used to help us, and how it affects the weather.

1. Go to the last page of the lesson and review “What Makes this Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this book. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*

The Lesson – Questions, Activities, and Tasks

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| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| **FIRST READING:**  Read aloud the entire book *Feel The Wind* by Arthur Dorros with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | The goal here is for students to enjoy the book, both writing and pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the book more carefully. |
| **SECOND READING:**  Be sure that all students can see the illustrations.  **Reread page 10**  QUESTIONS:  How is wind made?  **ACTIVITY – Demonstrate how wind is made**  1. Select a group of students to play the roles of Earth, hot air, cold air, Sun and Wind.  2. The students will show actions and reactions with their bodies to demonstrate how wind is made while the teacher re-reads page 10. The teacher will pause at the appropriate moments in the text to allow the students to show actions and reactions.  3. The teacher will direct the rest of the class to watch the demonstration. After the group has completed the demonstration.  The teacher will pose the repeating text dependent question: How is wind made?   1. The teacher will re-read aloud page 10. Another group of students will demonstrate the roles of the Earth, hot air, cold air, Sun and Wind.   The teacher will pose the repeating text dependent question: How is wind made? | Students say, “When hot air and cold air change places, wind is made.”  Students will show the actions and reactions of the identified roles (Earth, hot air, cold air, Sun and wind = 5 students) following these steps:   1. Earth stands in the middle while air is moving slowly all around the Earth to show that air is everywhere. 2. The Sun will enter the scene and make hot air. Another student will be cold air and will stand farthest from the Sun and hot air. 3. As hot air and cold air move around the Earth changing places, wind is created. Student who plays the role of the wind will have a fan to simulate the feeling of wind. Wind will also be moving in and out of the hot air and cold air students going around the Earth.   Students will wear signs that state the student role and a picture cue. This will help the class know what is going on in the scene.  Students say, “When hot air and cold air change places, wind is made.”  See above for student outcomes. |
| **THIRD READING:**  **Reread pages 5-9**  Make sure all students can see and enjoy the illustrations.  Using the text and illustrations on page 5-9. The teacher and students will create a class circle map to define the following question: What is wind? The Circle Map can include words, phrases, sentences and teacher or student created illustrations using evidence from the text.   * What is wind? * What can the wind move? * What do you hear? * What do you see?   The following words or phrases can assist students in developing language and examples in order to define the question: “What is wind?”  air, wind, ”pushes clouds”, “flutters leaves”, “makes ripples on lakes”, “someone whistling”, “wild animal howling”, hard wind, soft wind, strong gust or light breeze  Teacher can use total physical response to provide demonstrations of the words or phrases so students can deepen their understanding of the text vocabulary. | *Feel The Wind* by Arthur Dorros  Moves leaves  The wind pushes clouds.  Air is everywhere.  Air is what we breathe.  Wind is moving air.  What is wind?  Students Teacher  Possible example:  To complete the class Circle Map the teacher will provide support as necessary for the students to describe the wind using evidence from the text. The circle map should include evidence of how the wind moves things; how the wind sounds; and how the wind feels. The circle map can include phrases and illustrations to help define *wind.* |
| **FOURTH READING:**  **Reread pages 20-21,22-23, 24-25, 28-29**  How is the power of air used in our environment?  How does the wind change the weather? | “The wind can carry your kite. Some birds can soar on the wind without moving their wings. Sailboats are pushed by the wind blowing on their sails.” (pages 20-21) ***Possible student answer: We use the wind to fly a kite. Birds use the wind to soar. The wind pushes sailboats by blowing on their sails.***  “Windmills are wind-powered machines. The blades of a windmill turn when the wind pushes against them. The turning blades move other parts to lift water, grind grain, saw wood or make electricity.”(pages 22-23) ***Possible student answer: We use the wind to grind grain, saw wood and to make electricity.***  “Wind brings changes in the weather. Rainstorms blow in with the wind and out again as the wind pushes the clouds along.”Weather forecasters can predict the weather by using the wind. “Weather forecasters want to know where the wind is coming from, so they can see what weather will be blown in with it.” (pages24-25) ***Possible student answer: The weather changes because the wind blows clouds or rainstorms in and out. Weather forecasters can predict what kind of weather it will be by knowing the direction of the wind.***  …Wind “carries the seeds of plants to new places where they can take root and grow. Powerful winds can also carry away the soil plants need. Wind can even change the strongest rocks. Bits of sand that the wind carries pound at the rocks and wear them away. ……Trees are shaped by the wind and so are sand dunes.”(pages 28-29) ***Possible student answer: The wind can be good and bad. The wind blows seeds of plants to other places so they can take root and grow. The wind also can carry away soil that the plants need. The wind is very strong. The wind can change strong rocks. The wind can change trees and sand dunes into shapes.*** |
| **FIFTH READING:**  **Reread entire text.**  What can strong winds do?  What can gentle winds do?  How do we use the wind in our environment? | “Stronger winds might flap clothes on a line. Strong winds can make heavy trees bend and sway.  “A gentle wind can make leaves dance.” (page 16)  The wind can help us ride a bike easier, fly a kite, push boats and give us power.” (pages 18-23) |

FINAL DAY WITH THE BOOK - Culminating Task

* Students will help create a page of a class book, “The Wind”. Using evidence from the text, students will draw a picture to illustrate what they have learned about the wind. Students will dictate or write using the following sentence frame, “The wind impacts our lives by \_\_\_\_\_\_\_\_. OR The most important way the wind affects the environment is \_\_\_\_\_\_\_\_\_\_\_\_.
* The teacher will have each student share their page and place the class book in the classroom library for students to revisit.

Sample student answer:

Student illustration here

of land and windmills and power lines

The wind impacts our lives by making electricity.

OR another sample student answer night be:

Student illustration here

of the wind pushing the clouds and creating rain in some parts of the Earth.

The most important way the wind affects the environment is by changing the weather.

Vocabulary

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| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students ) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your student will be unfamiliar with) |
| Page 5- blowing – to be in motion; to move  Page 6 – air – the invisible gas around the earth  Page 17 – storms – rain and violent weather including thunder, lightning and snow  Page 18 – experiment – a test to show a fact to be true or false  Page 21 – pushed – to move something away with your hand  Page 31 – arrow – a straight piece that has a sharpened point at the front | Page 6 – flutters – fly unsteadily  Page 6 – ripples – a small wave  Page 7 – howling – producing a long, loud cry  Page 8 – breeze – gentle wind  Page 8 – gust – a brief strong rush of wind  Page 10 – surrounded – to be all around  Page 14 – equator – imaginary line that divides the earth into North and South  Page 14 – strike – to hit all of a sudden  Page 14 – directly – without changing direction or stopping  Page 14 – discover – to find out  Page 14 – shimmering – shining with soft light  Page 16 – gently – not rough or violent; softly  Page 16 – sway – to move from side to side  Page 20 – glider – a light aircraft with no engine  Page 22 – blades – the flat wide section of a tool or device  Page 25 – forecasters – a person who tells about the weather |

Extension Activities for this book and other useful Resources

By providing students with discussion and experiences of the wind, it will link the big idea and illustrations with the students’ lives. Below are a few ideas to provide those additional experiences, outside of the text.

1. With parent volunteers, create a weather vane (end of book project) to help illustrate how to tell which way the wind is blowing.
2. Have students explore the wind by experiencing kite flying or a pinwheel.
3. Have students share with their parents the different ways the wind can be found in our environment.
4. The teacher will take the students outdoors. The students will *visualize* by holding their arms out and closing their eyes.

The teacher will have the students open their eyes. The teacher will pose the following questions:

What do you feel?

What do you hear?

The students will open their eyes. The teacher will pose the following question:

What do you see?

The teacher will record responses on a class chart using words, pictures or a combination of both.

**What Makes This Text Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

AD600L

2-3 band 420-820L

4-5 band 740-1010L

6-8 band 925-1185L

9-10 band 1050-1335L

11-CCR band 1185-1385L

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

Although the wind is not visible, people all around the world can feel it and are affected by it.

The wind is an important part of nature.

The wind is essential to life on Earth and has many impacts all around.

* The text shifts from a narrative/poetic format to an informational/scientific structure
* Cause and effect
* Comparison

Figurative Language- wind flutters, wind makes

the lakes ripple, whips around wind howling

Vocabulary-sway and bend, flapping, gust, breeze, tropical, equator, gentle, hurricanes, weather, chinook, sirocco, erosion, sand dunes, weather vane

Personification-(“breeze tickle your face”)

Simile -(“like someone whistling”, “like a wild animal howling”

Imagery – “shimmering heat waves”

Weather, types of wind, erosion, germination, air

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

The technical terms and the length of the book will challenge the students. Student supports can include: vocabulary scaffolds or direct teaching of the technical terms and judging the stamina of the students choosing a stopping point while reading the story aloud if students’ stamina or interest decreases.

How will this text help my students build knowledge about the world?

This text will build the students’ understanding of the powerful role of air and wind in our environment.

1. **Grade level**

What grade does this book best belong in? Kindergarten