

Putting it all together

Observing the Invisible: Wind

Overview: Students can't see the wind, but they can observe what the wind is doing? Students are encouraged to use as many senses as possible to observe the wind.

Materials: Journals, pencils, bubble blowers/soap

Time: 10 – 15 minutes

Action: Explain that students are going to observe something that is invisible, the wind.

- **Watching the Wind:** Ask students to watch what the wind is doing and list all evidence about the wind's actions. (Ruffled hair, blowing leaves, sounds, etc.)
- After observations circle up and share evidence/observations.
- Use a bubble blower to enhance observations. Can young children run as fast as the wind? Can older students measure and calculate the speed of the wind?
- What new ways can students observe the wind with eyes closed?
- Discuss what students heard and felt. What can students infer about the wind?
- Wind was the fuel in his sails, so in the 1800s, Admiral Beaufort invented a scale to rate wind speed. Use the Beaufort Scale to estimate wind speed.

Vocabulary: Words descriptive of motions and sounds: rustle, ruffle, snap, flap, whisper, whoosh, etc. Encourage students to use the words in their writing.

Technology: Students create tools to indicate wind direction or speed. Have pencils, strips of cloth, paper, pinwheel patterns, straight pins, tape, bubble soap, etc.

Language Arts: Creative writing, "If you were the wind, where would you go? What would you do?"

Management Strategies: The Minnesota Weatherguide™ Environment Calendar has the Beaufort Scale in the back pages.

