


<p>Unit 3</p>  <p>Week 1</p>	<p><b>Large Group: Play Like a Windy Day</b></p>	<p><b>Math</b> <b>LG</b></p>	<p><b>Standards:</b> MELDS.S.PS.PS.5 MELDS.M.G.PS.5 MELDS.M.MD.PS.11</p>
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**Guiding Math Idea:**

- Making sense of the physical world using math- language, weather observations, measurement tools
- Language of Math- Comparison words.

**Math Concepts From Unit Learning Progressions:**

- Math helps us describe and make sense of the physical world.
  - Moving objects and our bodies and describing relative positions in space.
  - Growing accuracy in using measurement terms.
- Note: This activity also meets Science Standards.

**Adaptations for Using Large Group In Alternate Schedule Slots:**

- Play the Wind Music any time you would like to adjust the energy/activity level of the room. Encourage children to match their actions to the mood and style of the music.
- Use the wind music as a transition to rest time.

**Materials:**

- *Like a Windy Day* by Frank Asch & Devin Asch
- Scarves
- Flip chart with the Action Words for the Wind from Book
- Music with Wind Sounds  
<https://www.youtube.com/watch?v=rCvgt7l3YX4>

**Math Vocabulary:**

**These describe differences in speed and intensity of the wind**

play	zoom
race	scatter
turn	fly
wave	snap
lift	steal
drive	sail
shake	soar
blow	crash

**Preparation:**

Read this book any time during Week 1 .Go through the book and make a list of the action words that describe what the wind does to objects. Distribute one scarf per child. Cue up the Music.

“This week we have been reading books and talking about the wind. I have a book that shows many ways that the wind moves things. Even though we cannot really see the wind, look on the pages as I read the book, and see if you can tell how these authors-illustrators decided to draw the wind.”

“There were a lot of different words for how the wind moves things. Some of the words describe the wind moving slowly. Some of the words describe the wind moving fast, or spinning around, or blowing things high or low. Does this word mean the wind is moving things fast or slow? Up or down?”

“I would like to play like the wind, wouldn’t you? Here are some scarves for us to dance and pretend that the wind is moving us. When I say a word from our book, try to move or dance like that word. Sometimes the wind moves fast. Sometimes it moves slowly. Sometimes it is very strong and blows things over. Sometimes it is very light, and just blows people’s hair around. I have some music I’d like you to hear. Listen to it with me for a minute and see if you can hear the wind.

What does the wind sound like?  
Let’s listen to the wind music and dance with our scarves. Is the wind music fast and loud?

It sounds soft and slow to me. Let’s try to move like the wind in this music.

*Show cover of book.*

*Show the first few pages of the book and discuss with children how the author-illustrators drew the wind to look like a cloud person. Ask them to find the “wind” on each page as you read the book.*

*If time permits read the book again and point out the different words that describe the wind.*

*OR*

*Show your list of the words. As you read several words, ask children to show you with their bodies how the wind moves things.*

*Distribute scarves.*

*Choose a few words from your list such as race, fly, turn, lift, shake, soar and have the children use their scarves and bodies to make those actions.*

*Use words to compare the different ways that wind moves.*

*Cue up the music and let children listen to it for a few minutes.*

*Children make whooshing noise.*

*Children free dance accompanied by the wind music.*

*Ask children to listen carefully to the wind music and move in harmony with the soft and quiet music, as the activity comes to an end.*

### ***Strategies to Provoke Math Thinking:***

- This activity raises children’s awareness of time, tempo, and relative speed. Use a rich variety of vocabulary words to describe the different rates as which wind blows.

- STEM: Motion, speed and stability are science concepts that are measured using numbers and measurement tools. Promote STEM activities and thinking throughout this Unit.

***Provocation:***

Search for other recordings of winds and or storms with different types of moods and actions.