

## Spring Wind Blows

Teach your little performers this chant to help them start thinking about wind.

The spring wind blows this way and that.  
Oops! Watch out! There goes my hat!

(Wave hands above head.)

The spring wind blows round and round.  
It blows my hat across the ground.

(Move arms in a rolling motion.)

The spring wind blows. Spin, spin, spin!  
Oops, it blows my hat again!

(Move hand in a circular upward motion.)

The spring wind blows left and right.  
Then it blows my hat out of sight!

(Move hands to the left, then right.)

(Wave bye-bye.)



### Did you know?

Wind is air on the move. Wind is caused when warm air and cool air change places.



### Craft

## Blowing in the Wind

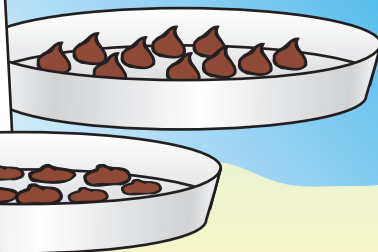
Windssocks are a great way to discover which direction the wind is blowing and its strength. Make these clever windssocks and encourage your students to take them outside to help determine the wind's intensity and direction. To make a windssock, give each child a gallon-sized resealable plastic bag and have him cut along the bottom edge. Then instruct him to fringe-cut the bottom of the bag so that each fringe piece is about one inch wide and four inches long. Hole-punch through both thicknesses near the top of each child's bag to make two holes. Then tie each end of an 18-inch length of yarn through a different hole to make a hanger. Invite each child to use permanent markers and stickers to decorate his windssock. Then take the windssocks outside to check for windy conditions.

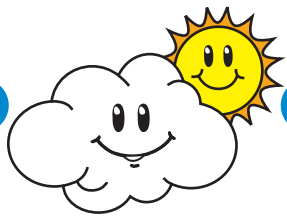
### Experimenting

## Sunshine or Shade?

Help your students understand the sun's warming effect with this simple experiment. Put several chocolate chips in each of two aluminum pie pans. Place one pan in a sunny spot on your playground and the other pan in a shady spot. Then have students make predictions about what will happen to the chocolate chips in each pan. Record student responses on charts as shown. Wait 30 minutes and have students check the chips. Record their observations. Explain to students that because an object (tree, slide, etc.) created shade, it blocked some of the sun's heat, therefore making the chips in the shade less likely to melt.

In shade	In sunshine
I think they will stay the same. Cara	I think they will turn into blobs. Alex
I think they will stay hard. Tim	I think they will melt. Keesha



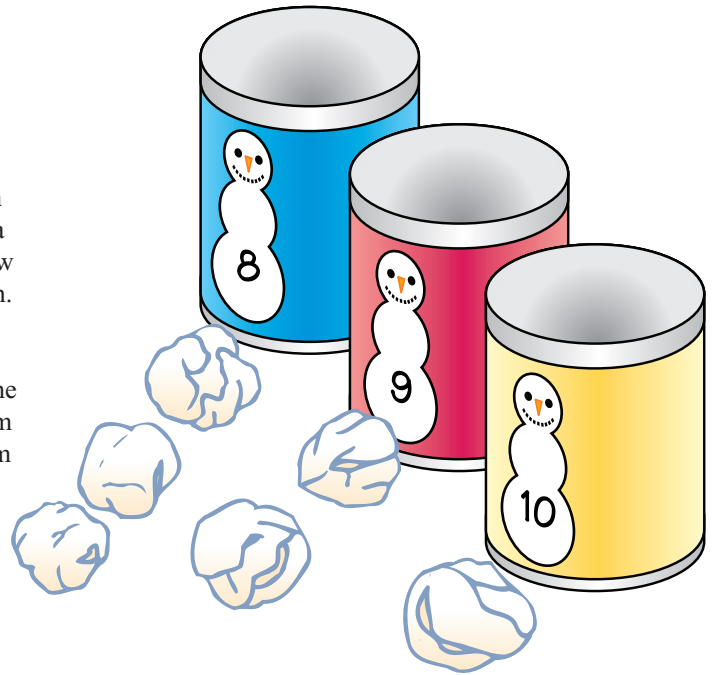


## Snowballs!

### Matching sets to numbers

Bring some winter fun into your math center as youngsters practice their counting skills. Make snowman cans by taping a snowman cutout to each of ten empty coffee cans. Label each snowman with a different number from 1 to 10. Then, on squares of white paper, draw or stamp different sets of objects, ranging in number from one to ten. Crumple the pieces of paper into snowballs and then place them in front of the cans. Invite a child to unfold a snowball, count the objects in the pictured set, remake the snowball, and then toss it into the correct can. Once all of the snowballs are in cans, simply dump them back onto the table for another round. To increase difficulty, program paper squares with simple addition or subtraction facts. Then have youngsters toss each snowball into the can that is labeled with the correct answer. Cool!

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## Let It Snow!

### Counting, writing numerals

Make a large snowman from white bulletin board paper similar to the one shown. Cut a number of snowflakes from white construction paper (or use die-cut snowflakes); then laminate the snowman and snowflakes. Each day, display a different number of snowflakes around the snowman. Ask students to count the snowflakes to determine the number for the day. Then ask a volunteer to walk you through the formation of the numeral as you use a wipe-off marker to write it on the snowman.

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