

## Kindergarten - Lesson K1.4

### What is Wind?

#### Teacher Background

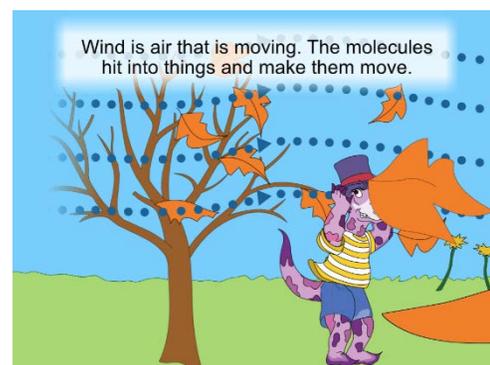
In Lesson 1.4, students blow on a strip of paper to model how wind interacts with an object. Students also simulate wind hitting a model of a building with a light base and an identical building with a heavy base.

#### Using Models for Understanding

As in previous lessons, students continue to use models to better understand the phenomena they are investigating. The idea that their breath *represents* wind and that the paper strip *represents* an object being hit by wind can help students see how a model can help explain a process. Creating models to better understand a system or phenomenon is a skill that students can begin early and refine as they get older.



The animation is another type of model. In the animation, dots are used to represent the molecules that make up the air. You can explain that the molecules that make up the air are so small that they are invisible. But when the molecules in the moving air hit against an object, they can make the object move (this is evidence that air does, indeed, contain molecules/particles). Helping students understand that what they see and feel everyday can be explained by science can lay the foundation for future questions students will want to investigate.



#### What Makes the Wind Blow?

Wind happens when warm air and cooler air are near each other. When warm low-pressure air rises, colder high-pressure air moves in to where the warm air was. This moving air mass is wind. If you want more detail on what makes the wind blow, see the National Oceanic and Atmospheric Administration (NOAA) site at <https://scijinks.gov/wind/>.

Another useful sight that explains wind is from the Met Office (National Weather Service for the United Kingdom) at <https://www.metoffice.gov.uk/learning/wind>.