

Student Name _____ Homeroom Teacher _____

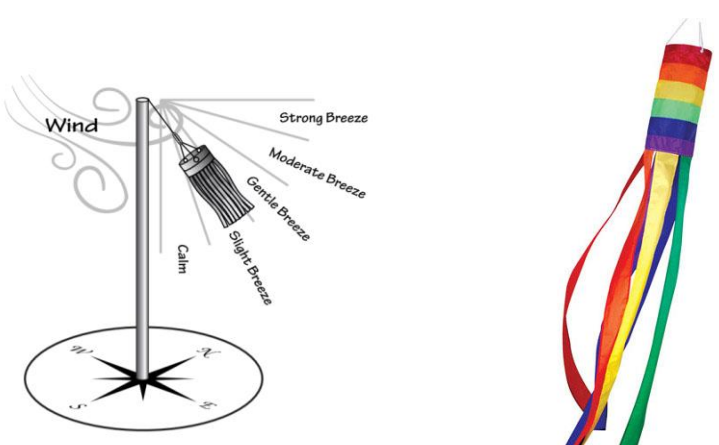
NTI Day 6

Special Area -STEM Lab K - 2

You may access this lesson electronically from the following webpages:

Special Area - <http://cgesspecialarea.weebly.com/>

STEM Lab - <http://cgesstem.weebly.com/>

NGSS: K-2-ETS1-1	Learning Target: I am making observations and gathering information about wind direction.
Make observations of the wind	<ul style="list-style-type: none">• Look out your window and notice the branches on the trees. Are they moving in the wind? Which way are they bending?• Go outside and slowly turn until you feel the wind hitting you in the face. Ask an adult to help you identify the direction the wind is coming from. Remember the sun rises in the east and sets in the west.
Partner read with an adult the passage about wind socks. Tell your partner about any wind socks you have seen before.	<ul style="list-style-type: none">• A wind sock is a type of kite used to detect wind direction. It is a tapered tube of cloth that is held open at one end by a stiff ring. Wind is directed down the tube, causing the narrow end to point in the same direction the wind is blowing. Brightly colored wind socks are used at airports to help pilots determine the wind direction along the ground. Meteorologists use wind direction to help predict the weather.
Talk with your partner about the drawings of the wind socks. What is the same about both wind socks.	 The image contains two illustrations of wind socks. On the left is a diagram of a wind sock mounted on a vertical pole. The sock is shown in various positions corresponding to different wind strengths: 'Calm' (hanging straight down), 'Slight Breeze' (slightly curved), 'Gentle Breeze' (more curved), 'Moderate Breeze' (further curved), and 'Strong Breeze' (fully extended horizontally). A compass rose is at the base of the pole, and the word 'Wind' is written near the top. On the right is a photograph of a colorful wind sock with red, orange, yellow, green, and blue sections, hanging vertically.