Wind

LOS ANGELES UNIFIED SCHOOL DISTRICT
"Standards-Based Instruction Model"*

Subject/Course Science Grade Level 1 Standard #(s) #29 Sandard(s) (What students should know and be able to do) Identify and describe physical concepts of force, motion, and energy as demonstrated by the use of objects such as playground equiment and toys. (Physical Science)
District Elementary Course of Study (Concepts) or Secondary Guidelines for Instruction (Instructional Unit) Physical Science
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CULMINATING TASK/ASSIGNMENT What will the individual **student** produce to demonstrate achievement of the standard(s)? Begin the task with a verb.	**ASSESSMENT** What criteria will be used to evaluate/score **student** work/performance of the culminating task? The statement of the product to be scored is followed by a verb.	**INSTRUCTIONAL ACTIVITIES** What learning activities will the **student** be involved in to acquire content knowledge and skills to achieve the standard? Consider alternative strategies and modifications to promote equal access for all learners. Begin each learning activity with a verb describing what the student is to do.	**TIME** How much time will be required for the **student** to complete each of the activities?	**RESOURCES** What materials, textbooks, supplies, documents, etc., will support the **student** doing each instructional activity?
Tell what wind is and give four ways wind can be used. Show what wind can do to something.	**The oral report:** 4: Describes accurately what wind is and identifies four uses of wind; selects an object upon which wind can have an effect; demonstrates convincingly the effects of wind on that object. 3: Describes in general what wind is and identifies two or three uses of wind; selects a generally suitable object upon which wind can have an effect; demonstrates the effect of wind on that object. 2: Attempts to describe what wind is, but vocabulary may be limited and unsuitable; identifies one or two uses of wind; selects an unsuitable object for demonstration. 1: Does not give a description of wind; does not identify uses of wind; attempts to demonstrate the effects of wind on an object.	▪ Listen to story *The Wind Blew* and look at illustrations. ▪ Identify objects that are swept up by the wind in the story. ▪ Blow strongly through lips to hear the wind. ▪ View a windsock on a windy day; describe what happens to the windsock. ▪ Use a meat baster to blow a game ball across a table. ▪ Use meat baster to move a pinwheel. ▪ Throw helicopter seeds in the air and describe what happens to them as they fall. ▪ Blow across a musical whistling tube and describe what happens. ▪ Make an object that moves, i.e., parachute, pin wheel.	10 min 20 min 5 min 15 min 15 min 15 min 15 min 15 min 45 min	Pictures showing effects of wind erosion on rocks. *The Wind Blew.* Packet of helicopter seeds. Pinwheel. Musical whistling tube. Meat baster. Sailboats and sails. Small game balls. Whistle Balloon copter. Wind sock. Other objects for use in demonstrations. Foss Aire & Weather module pages 5 and 7 for making objects that move.

*Model developed, refined, and field-tested by Task Force on Standards-Based Instruction