

## ACTIVITY 6

### Playing with Wind

**INTENT:**

Participants read a vignette and apply the reading to their planning.

**OUTCOMES:**

Participants read the framework vignette, discuss universal design for learning (UDL) properties, and experience two other examples of using UDL properties to expand on science.

**MATERIALS REQUIRED:**

- Preschool Curriculum Framework (PCF), Volume 3, p. 224, “weather” vignette
- Table groups
- PowerPoint (slide 5)



**TIME:** 20 minutes

**PROCESS:**

- Ask participants how they invite students to observe, record, and document changes in weather.
- Say to participants, “Weather is a hard thing to observe because we don’t often see quick changes. Wind is a great way to begin understanding weather because it can be immediately seen, felt, and heard. We will be making an item that can help us observe, document, and record changes in wind.”
- Point out the different project tables and have participants choose a project to make; options include a wind sock, kite, chime, or pin wheel.
- Ask participants to go to the table with the materials for the project they chose.
- Tell participants they may work individually or with others at the table to create the project and decide how to use it to predict—and then check—something about the wind. Explain that participants will:
  - Make a prediction, document that prediction on chart paper, then go outside to check the prediction
  - Add to the documentation following the “prediction check,” then hang the predict and check chart on the wall
  - Walk around the room and snap photos of all the wind tool projects and predict and check charts.