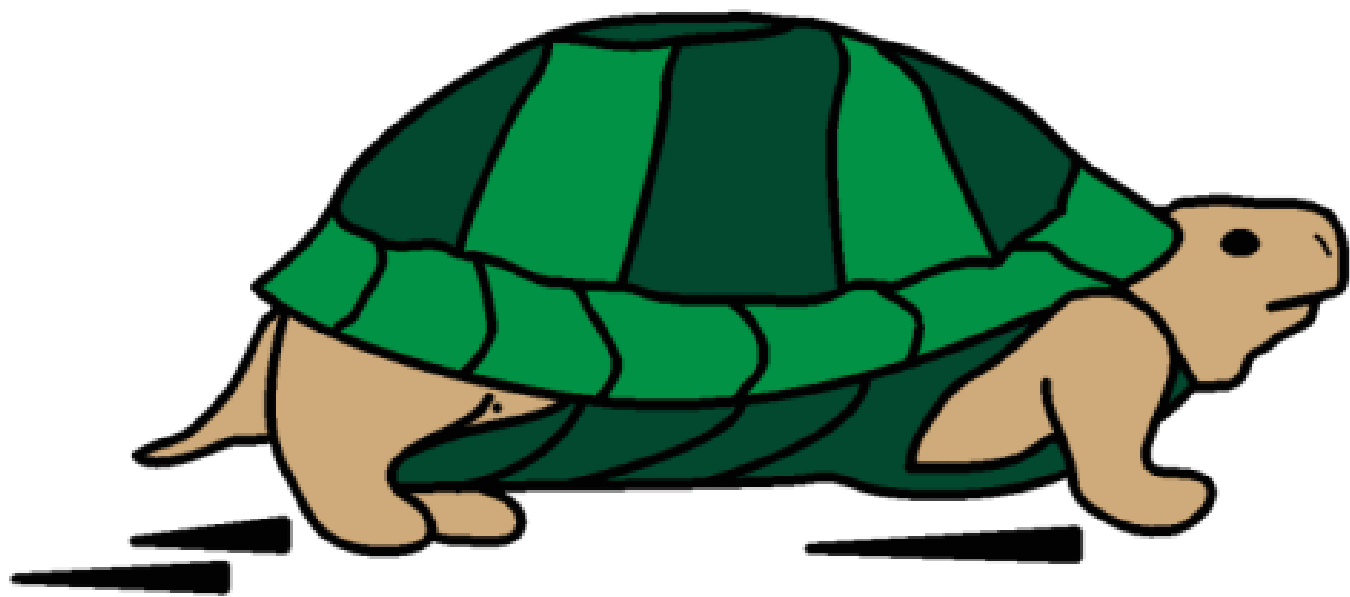


fast



windy



slow

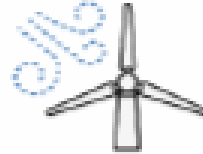
farm



wind farm



wind turbine



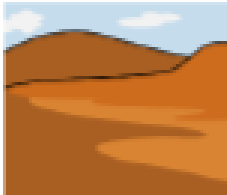
wind



energy



desert



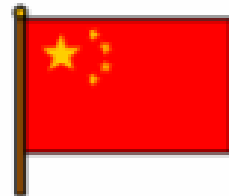
shore



hill



China



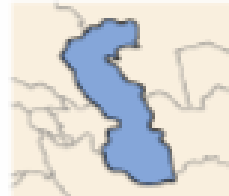
Canada



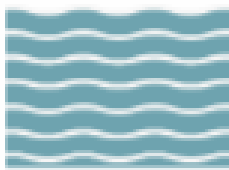
Australia



sea



water



North Sea



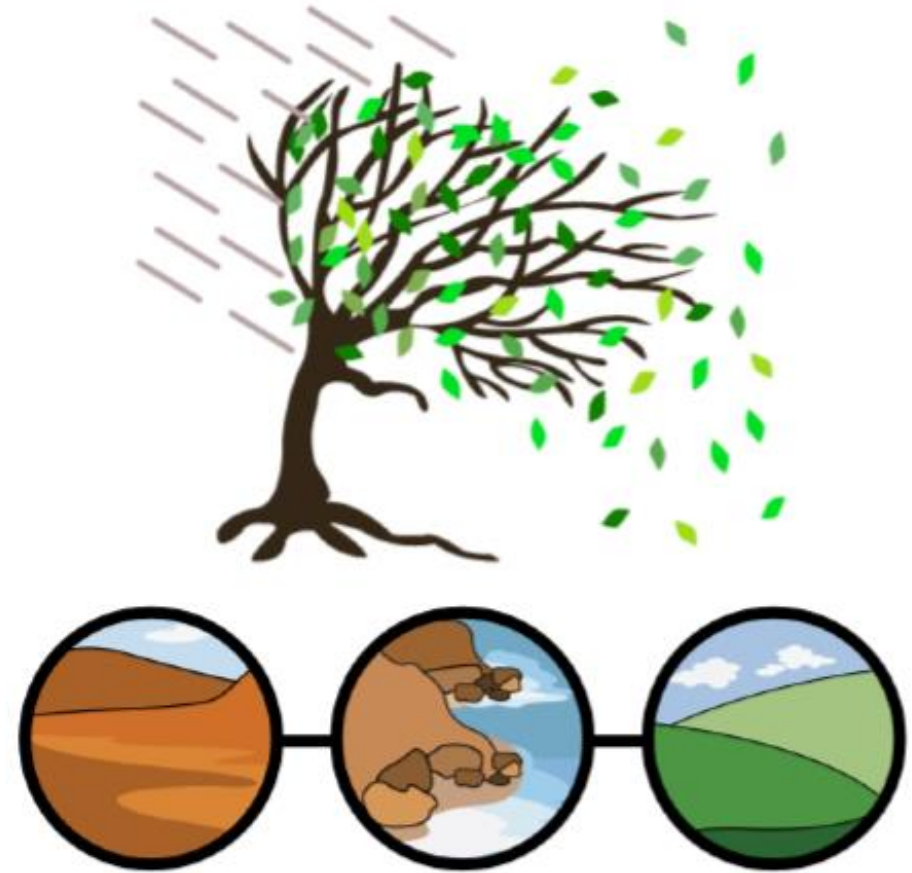
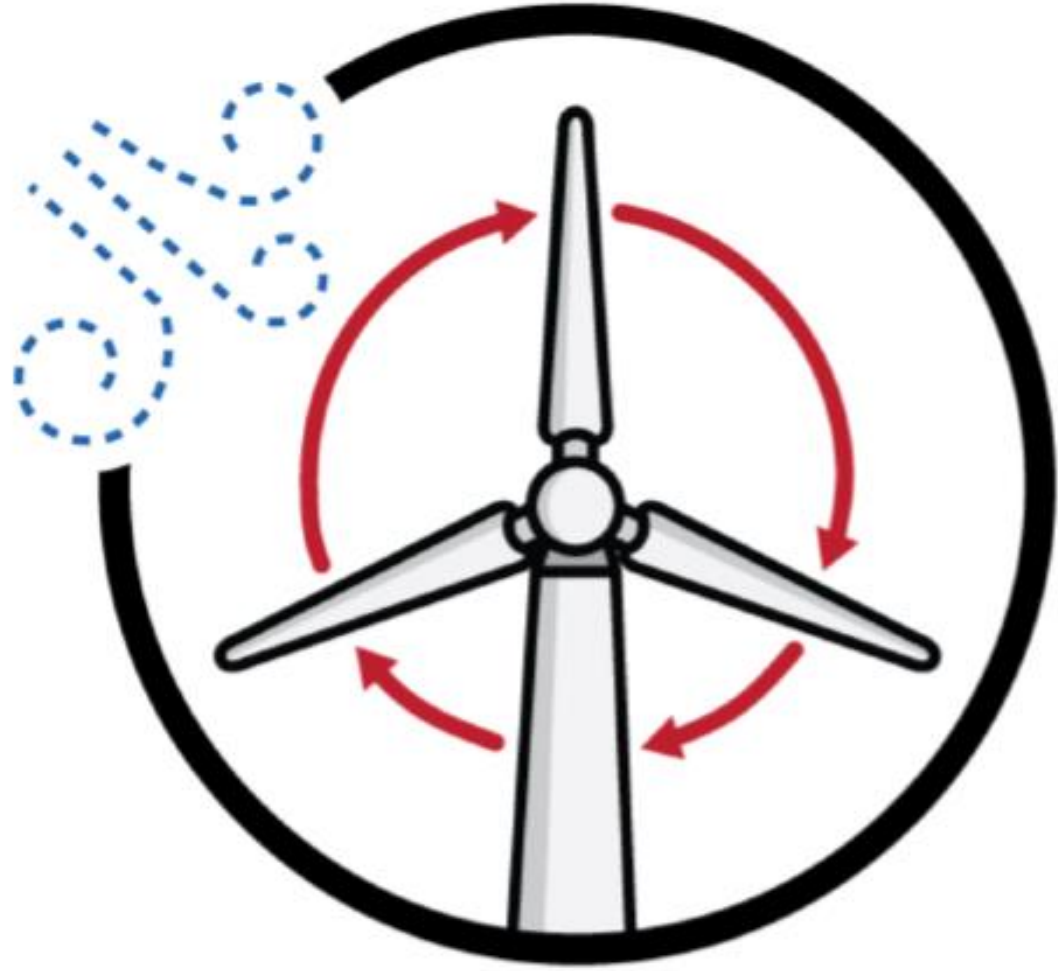
renewable resource

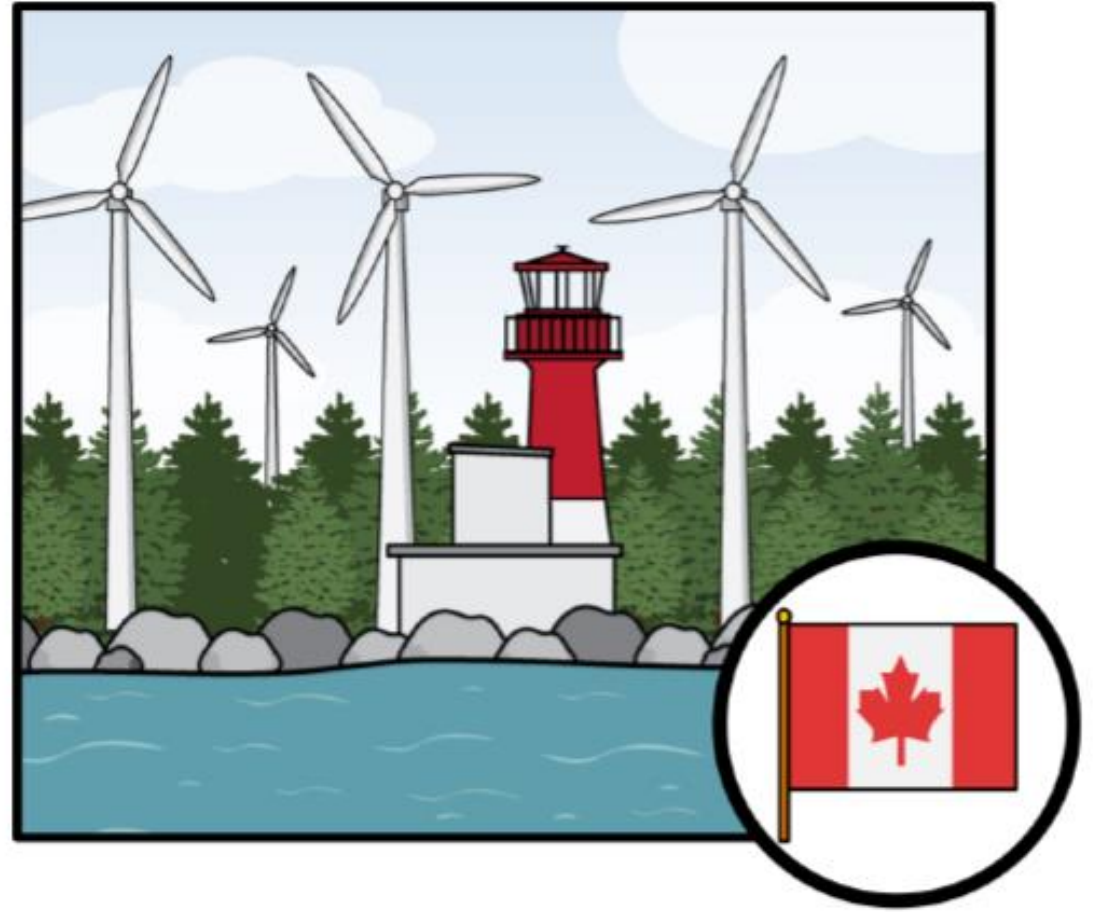
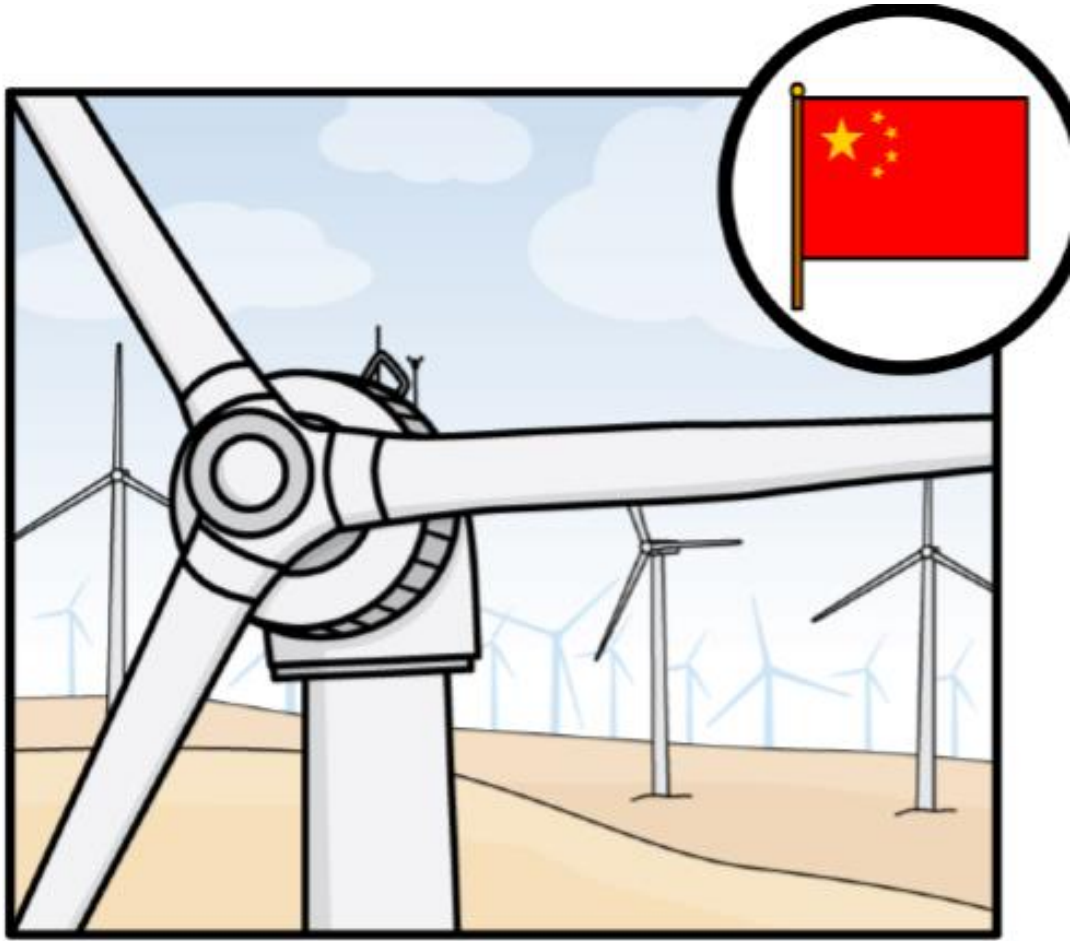


environment



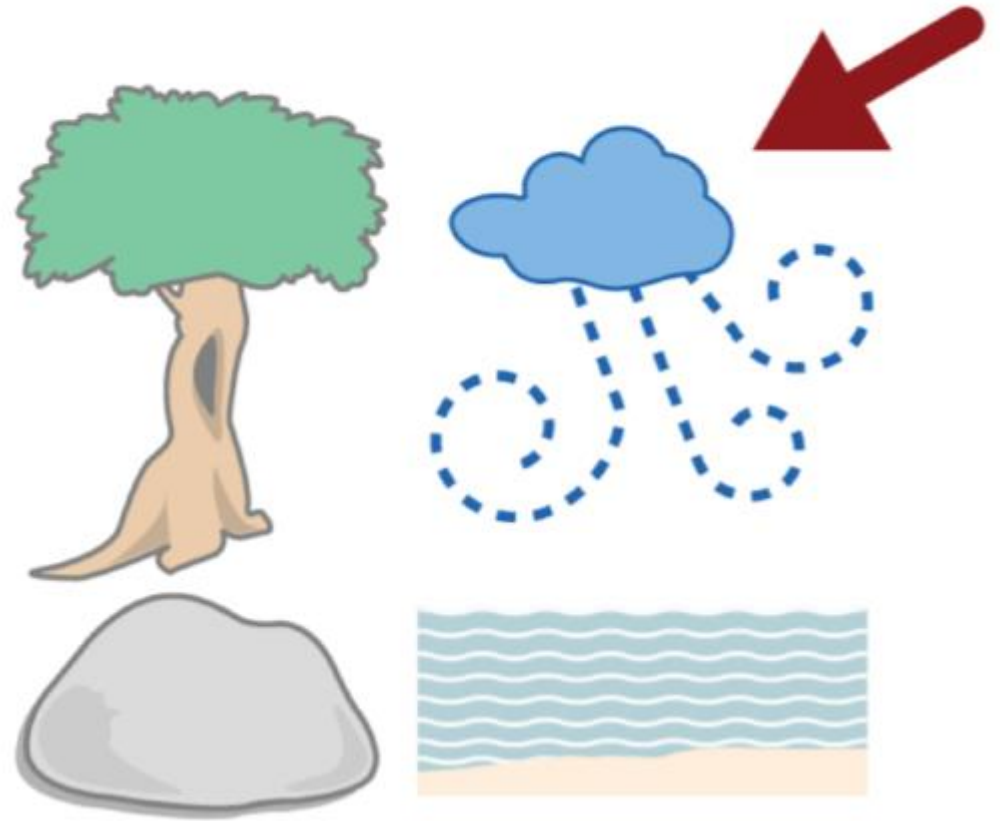
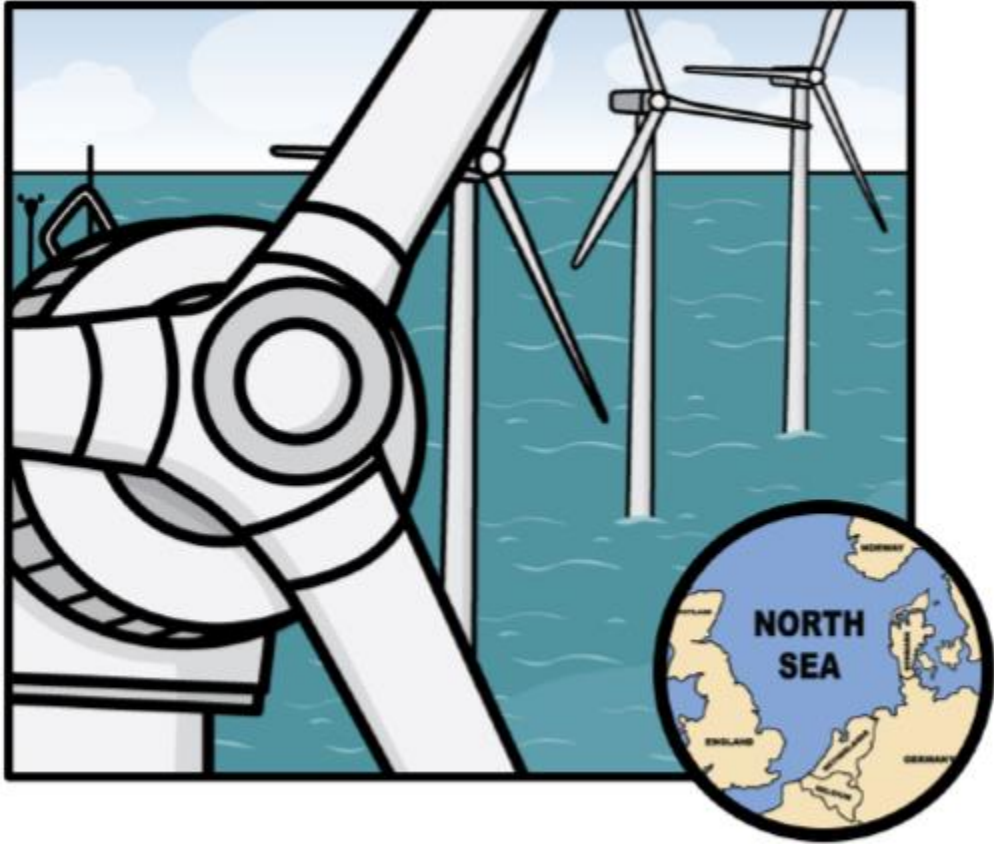












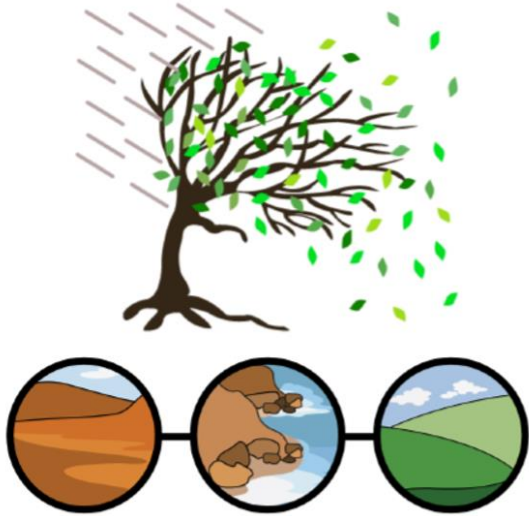
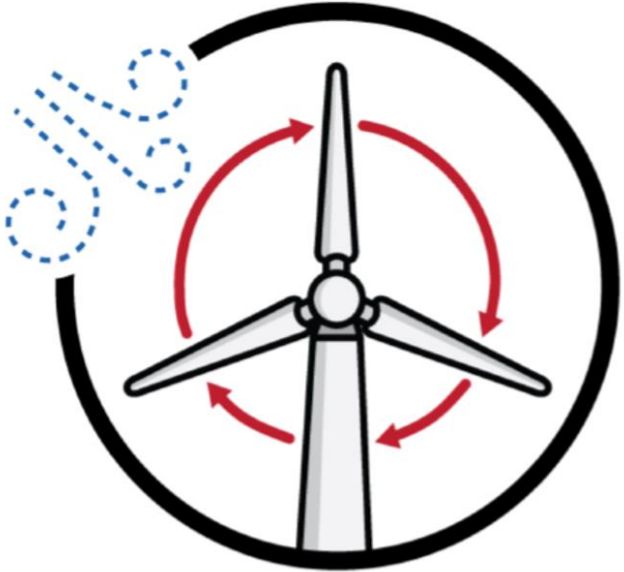




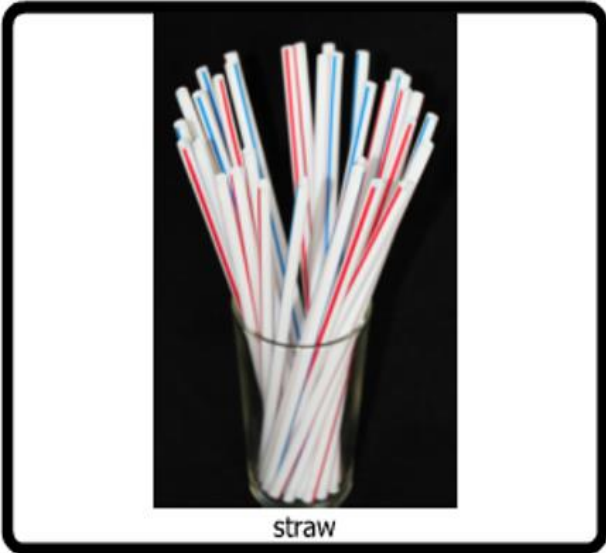
# Science

Wind Speed

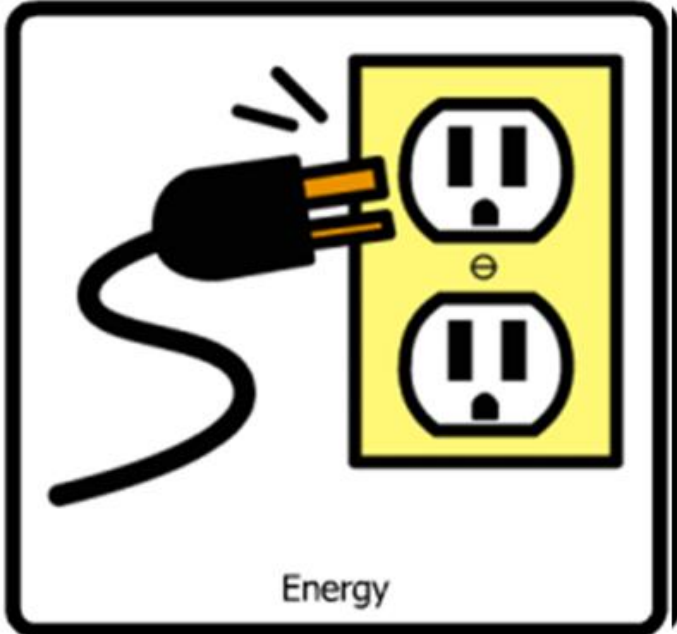
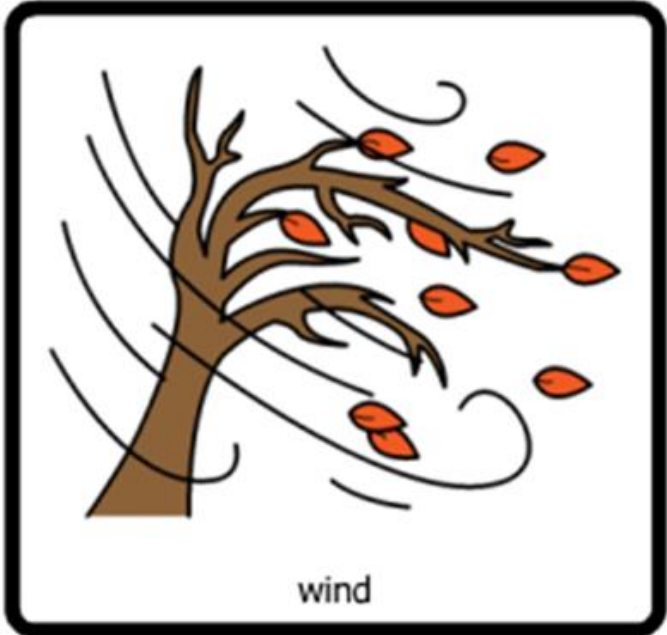
Today we are going to be learning about how the wind can help make energy.



The materials needed for this lesson are...



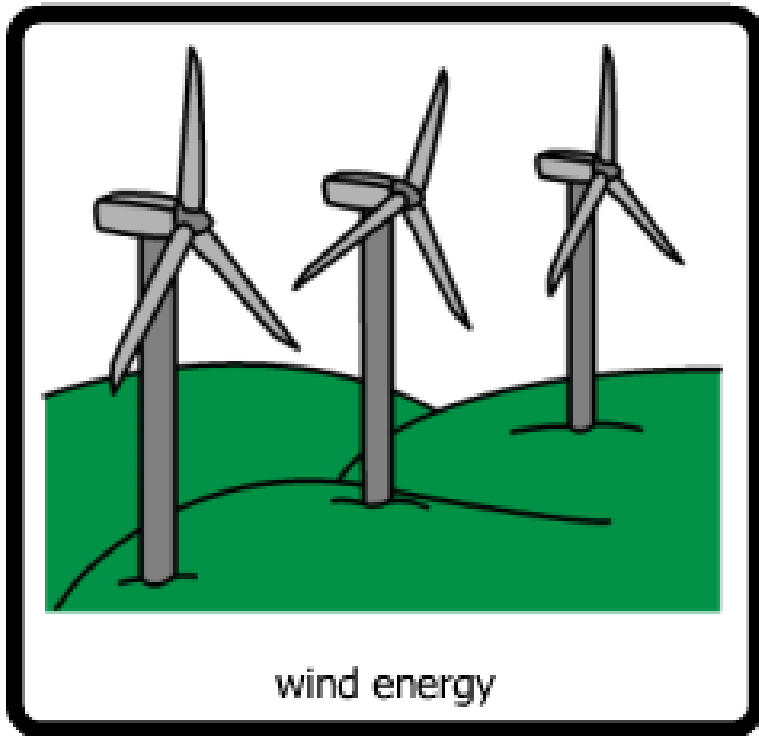
This is our vocabulary for today...



# This is a wind turbine

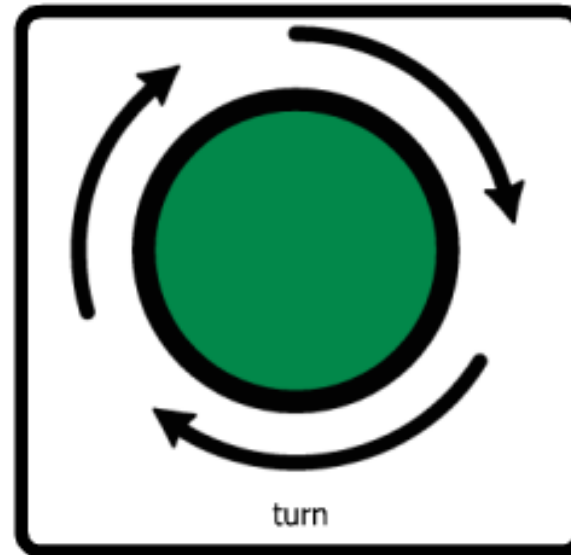
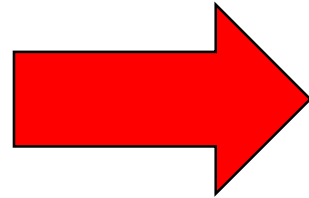
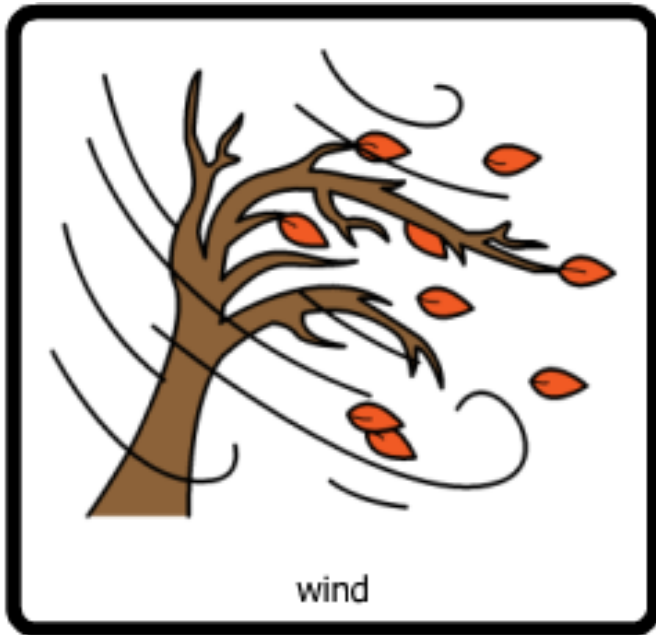
Today we can look at our pinwheels.  
They are like mini wind turbines!

Show the pinwheels and practice  
blowing on them.



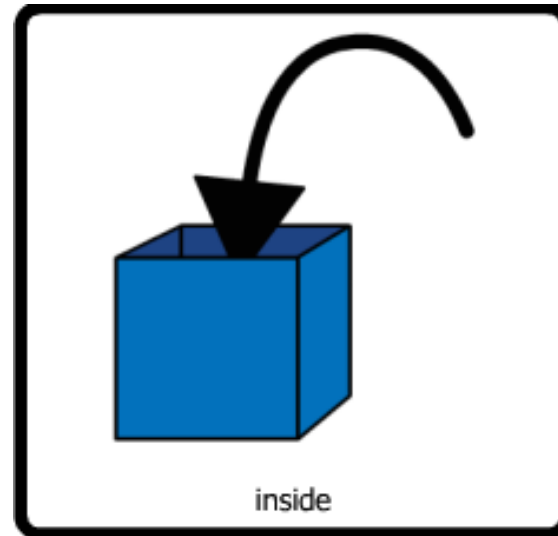
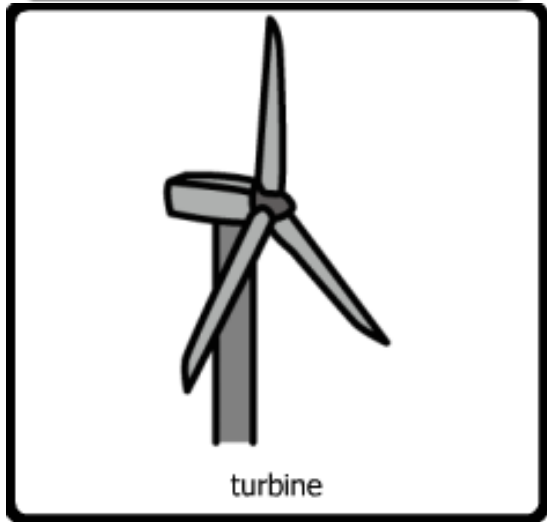
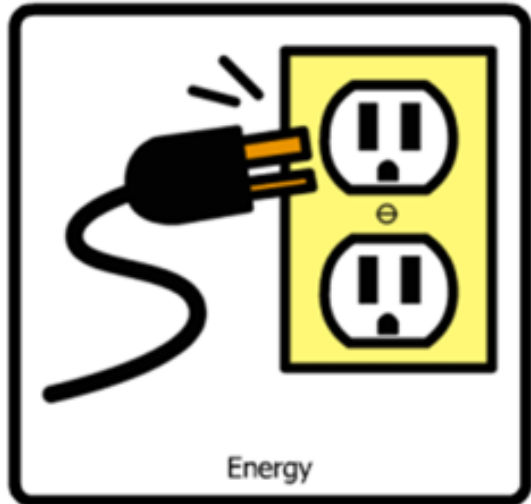
# How does a win turbine work?

- When it is windy, the wind turns the propellers (blow into the pinwheel)

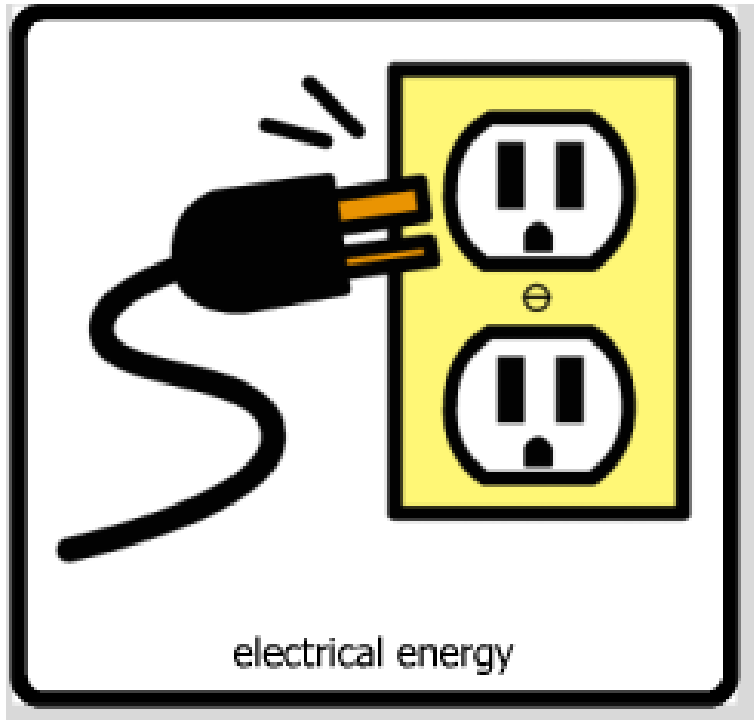




The energy from the turbine is stored inside



We can use that energy in our homes!



# Wind Farms

Level D



**by Travis Schaeffer**

Illustrated by Karis Thiel

The Book



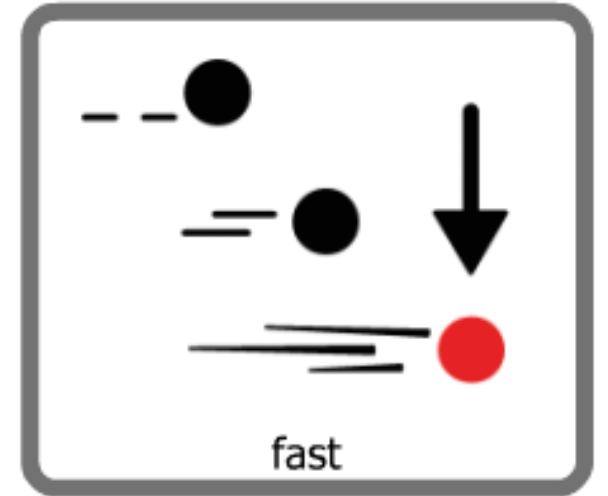
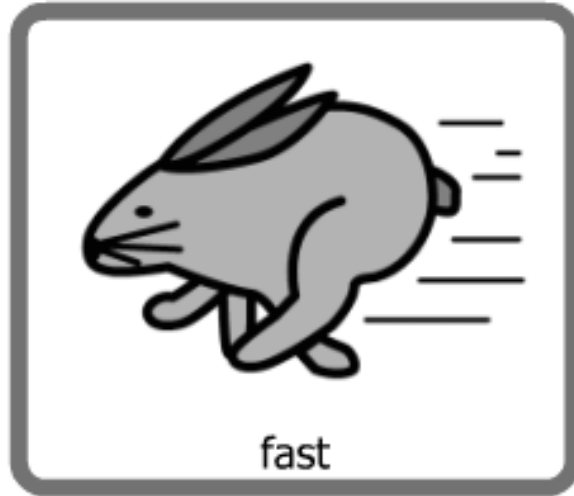
# Science Day 2

## Wind Speed Experiment

Today we are going to use pinwheels and straws to talk about wind energy.



Wind can blow fast or slow. Wind can cause things to move.



Find fast on device or use core cards.

We can make our own wind by blowing on a pinwheel.

Try blowing air on your pinwheel fast and slow. I will model this for you. Breathe in and out.



Now, let's get our math tools ready. Take turns coming up to get a straw, cotton ball and marshmallows.





We will measure the time it takes to blow a cotton ball or marshmallow with a straw across our desk.



Try different strategies of blowing fast and slow. Are there different items that you see around the room that might move faster or slower that you can try? Compare your speed times with a friend.

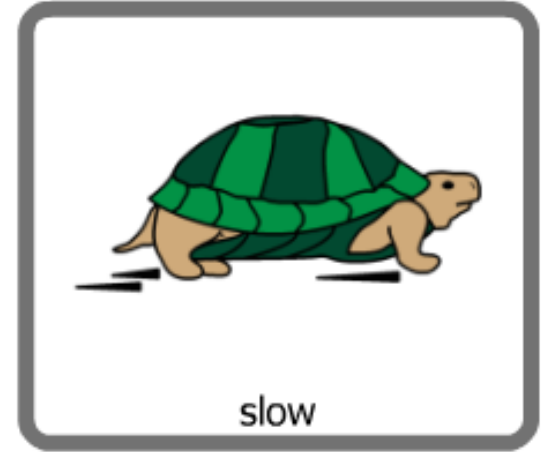
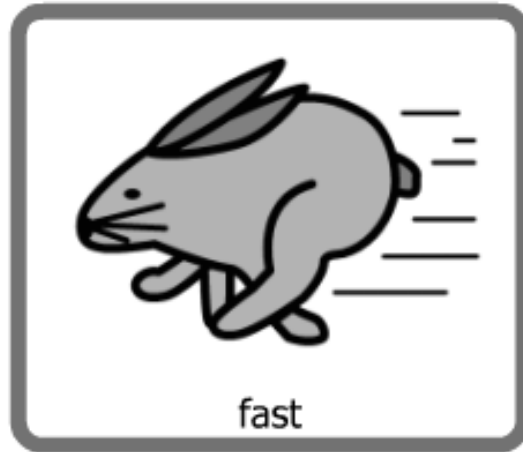
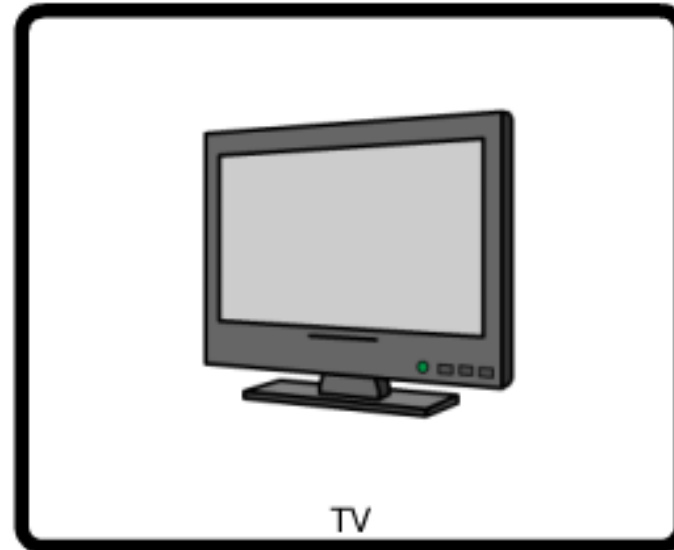
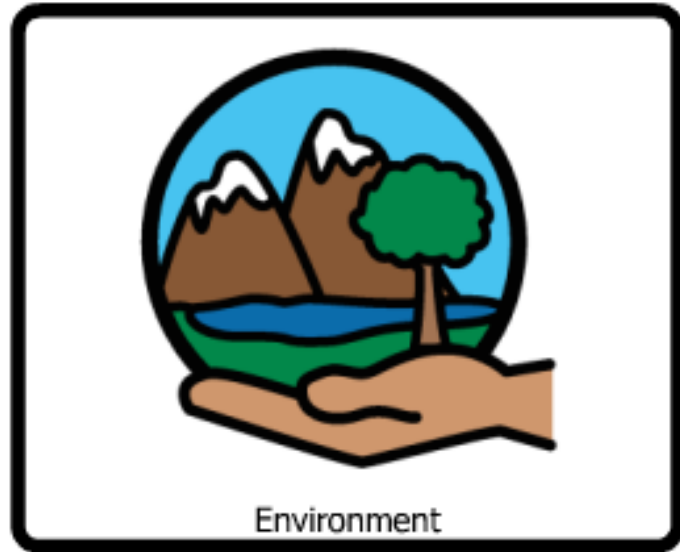


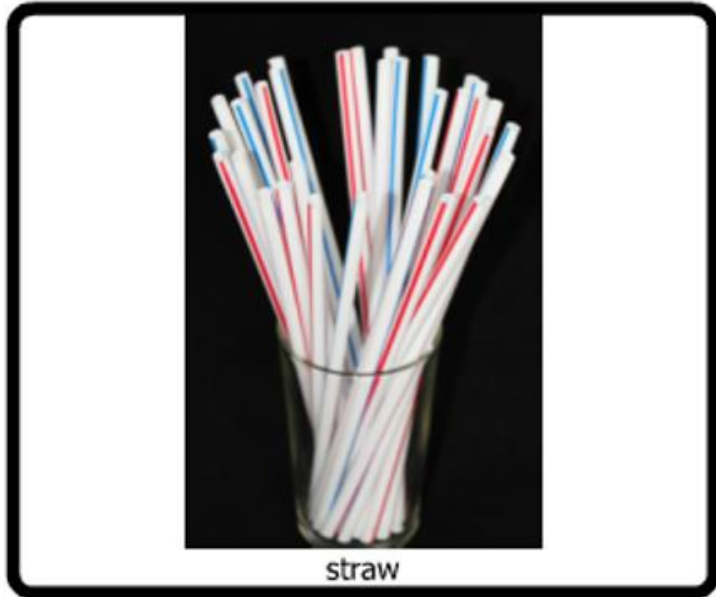
table or other items. Ask them which ones were “fast” and which ones were “slow” with core cards.

# Quiz Questions from today:

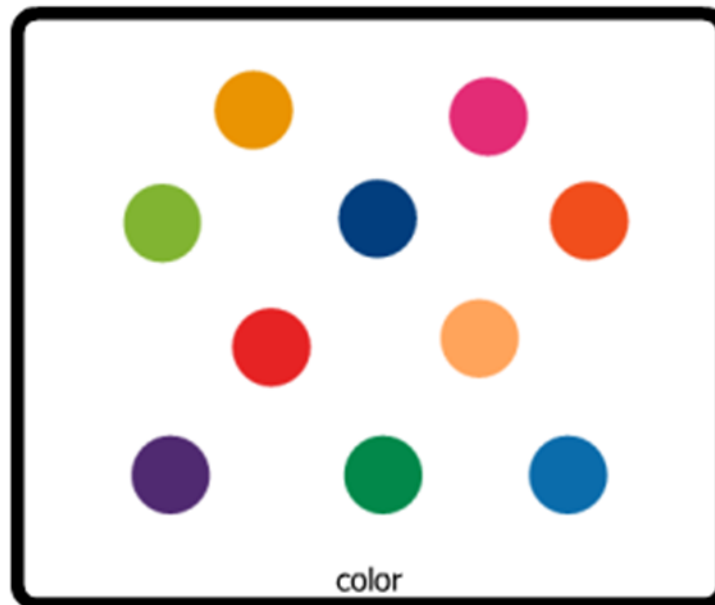
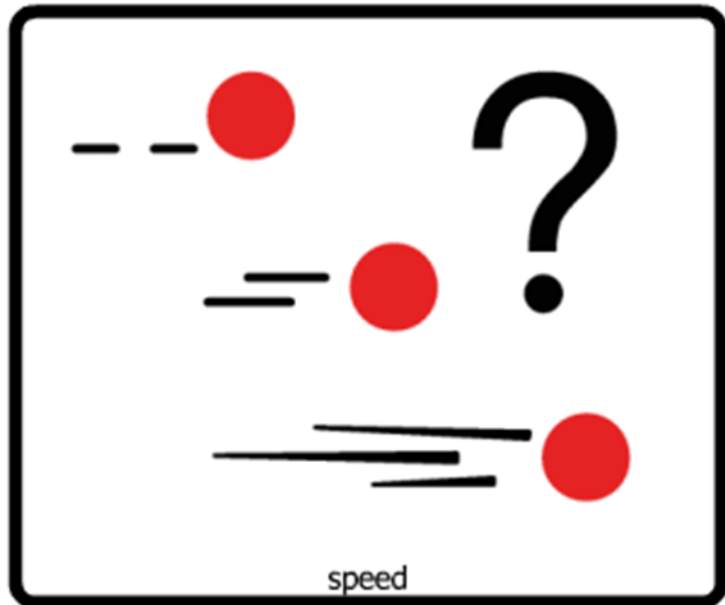
1. Wind energy is good for



2. What did we use today?

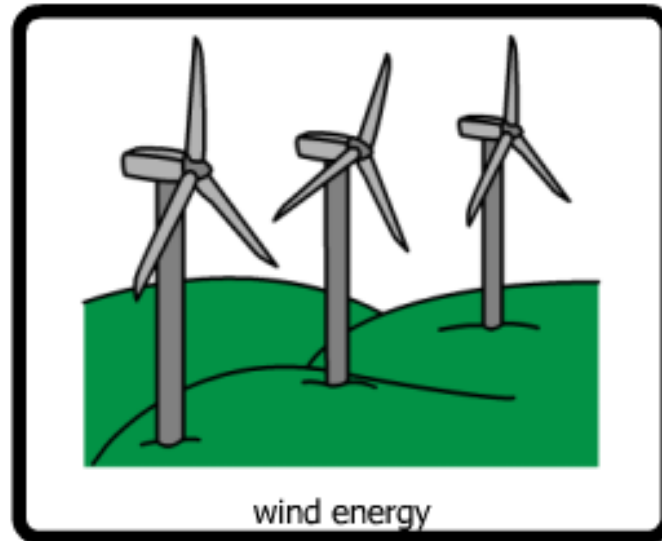


Did we experiment with speed or color today?



# Quiz Questions from today

Which one looks like a wind farm?



# We are ALL DONE!

- Teacher says “\_\_\_\_\_ is All Done! Time for \_\_\_\_\_!”
- Teacher says “Everyone check schedule!”
- Teacher changes the classroom schedule.
- Paras will assist individual students with checking schedules.

