Can you spot the wind?

Ages 5–7 with a grown-up · 5–10 minutes outdoors; return another day if calm · Observe an invisible cause

https://kiddos.ai/explorations/learning-with-gina-and-ollie/can-you-spot-the-wind

Wonder together

Hang or flutter? Hold one end of a paper strip. What might a breeze do?

Materials

One short lightweight paper strip, roughly 3 × 15 cm, torn by an adult.

Adult setup — read before trying

Stay together in a safe level spot away from roads, water edges and machinery. Skip strong/stormy weather. Hold paper below the face; no strings, sticks, staples or ties. Keep hold of it and take it indoors afterward.

Try together

1. Adult tears a short paper strip. Hold one end away from your face.
2. Keep your hand still outside. Watch calm air, then a breeze.
3. Point, say or draw the change. No breeze? Try another day.

Keep the comparison clear

Keep fixed: Same strip, spot and still hand/body.

What changes: Air movement during a calm moment or breeze.

Look for: Look for the loose end hanging or fluttering while the hand stays still.

Explain with care

Wind is moving air. Its effect on paper, leaves or grass can give us a clue even though we cannot see the air itself.

A moving hand, walking or touching can also move paper. A calm observation is useful; this is not a speed meter or weather forecast.

Talk about it

Hang or flutter? Hold one end of a paper strip. What might a breeze do?

Answer cue: Welcome a guess before reading the result. No correct prediction is required.

What did you see move while your hand stayed still?

Answer cue: A loose end may lift or flutter during a breeze.

Could moving the hand make the strip flutter too?

Answer cue: Yes. Hold still to make the wind observation easier to interpret.

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A parent move: Ask for the visible clue before naming its possible cause.

Start simply: Observe an adult's strip from a seated or standing position.

Explore further: Return to the same safe place another day and compare what you notice.

Return to it: Ask what wind is and invite "moving air" in words, gesture or an adult's interpretation.

In the classroom

Flexible 20-minute small-group session; pause or shorten as needed.

3 min · Wonder

Read pages 1–2. Invite a prediction with words, pointing or a sketch; keep the result hidden.

4 min · Notice the story

Read pages 3–5. What did you see move while your hand stayed still? Separate the observation from the explanation.

9 min · Try together

Use the materials and adult setup on this guide, then follow the activity steps in this guide. Look for the loose end hanging or fluttering while the hand stays still.

4 min · Make meaning

Could moving the hand make the strip flutter too? Invite a drawing, a description or an adult-written note. Ask for the visible clue before naming its possible cause.

Understanding check

Could moving the hand make the strip flutter too?

Answer guidance: Yes. Hold still to make the wind observation easier to interpret.

Participation choices: Observe an adult's strip from a seated or standing position. Accept pointing, words, a drawing or adult-directed action. Use the story alone if the activity is unsuitable.

Words to explore

wind — Moving air.

Full adult notes and honest limits

An adult tears a short strip of lightweight paper, roughly 3 × 15 cm. No string, stick, stapler or ties are needed. Choose a safe, level place away from roads, water edges and machinery. Keep the paper below the face and hold on to it. Stay together, skip strong or stormy weather, and bring the strip back inside so it does not become litter.

First notice the loose end during a quiet moment. Then keep the hand and body still and watch during a breeze in the same spot. If the hand waves or the child walks, the strip can move for another reason; reset and observe. The two story pictures show one calm moment followed by a breeze, not a promised weather sequence. A calm result is useful too. Try another day if there is no breeze.

Wind is moving air. A paper strip, leaves or grass can reveal its effects. The arrows on the explanation page are a model of air movement, not visible colored air. This strip is an observation aid, not a calibrated

wind-speed instrument; it cannot tell us a precise speed or forecast. Avoid claiming that every moving leaf proves wind, since touching, animals and other causes can also move leaves.

Parent move: ask for the clue before the explanation: “What did you see move?” A child may hold the strip, point from a seated position, describe it or direct an adult. For a group, one adult demonstrates while others describe the calm and breezy moments. Next day ask what wind is and invite an answer in words or movement. The useful answer is air moving, with an observed effect.

Discovery connection: revisit carousel 11, Can paper stay dry underwater?, to recall that air is present even when we cannot see it. Then try carousel 02, Same paper. Different fall., for a different effect of air. Where Did My Water Go? is a related water-cycle story, not a wind experiment. No live weather trial or family learning study was performed.

Related reading

Where Did My Water Go? is a separate water-cycle/weather story, not a wind experiment.

Scientific sources

met-wind — https://www.metoffice.gov.uk/binaries/content/assets/metofficegovuk/pdf/weather/learn-about/met-office-for-schools/diy-activities/met-office_diy-activity-pack_windy-days.pdf

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App Store: https://apps.apple.com/app/id6720721998

Available physical books: https://www.amazon.com/author/kiddos-books