

Inquiry Connections

Because we see knowledge building an important aim of reading and because inquiry is at the root of knowledge building, it is suggested that teachers have students reflect on the knowledge they are constructing about the unit theme as the selection is read. This selection presents many well-known facts about the wind. In addition, it provides information about how we experience the wind through our senses. The illustrations and photographs provide additional evidence about how we can see the effects of the wind on the world around us. Key concepts include:

- Winds influence the world around us.
- Winds can shape the world around us.
- Humans can harness the wind's power to make a renewable energy resource.

Building Background

Activate Prior Knowledge

Tell the students that good readers relate what they know to a reading. As you are reading, make certain you relate what you already know to what you are reading. As students read the selections, they encounter familiar ideas as well as new ideas. When they read something they already know, encourage them to make a note of the information. When they learn something new, have them be sure to notice that, too. This will help students learn as they read.

Before you read the selection, ask the students what they already know about the wind. Review the information on the Concept/Question Board and add any new information. Clarify any vague statements students offer, and paraphrase their responses.

Background Information

Have the students ask any new questions they might have about the wind. Print their questions on the board or chart paper. If necessary, pose some of your own questions, such as the following:

- What good things does the wind do for us?
- What does the wind do that we don't like?
- Does the wind always come from the same place?

Tell the students that unlike “Gilberto and the Wind,” this selection is not make-believe. It gives the reader information about something that is real—the wind. Explain that the information they will read about in this selection is true.

UNIVERSAL ACCESS: MEETING INDIVIDUAL NEEDS

ELL Support

For ELD strategies, use the *English-Language Development Guide*, Unit 4, Lesson 6.

Intervention Support

For intervention strategies, use the *Intervention Guide*, Unit 4, Lesson 6.