

# THE CONTEST BETWEEN THE SUN AND THE WIND

Kindergarten

## **Outcome:**

Students will learn about the sun and the wind and how they relate to the story. Students will also relate themes of friendship to the story.

## **Materials:**

Book, *The Contest Between the Sun and the Wind*

Crayons or markers

Unlined paper

“Rhyming Words” worksheet

Scissors

1 brass fastener per student

1 empty oatmeal (cylinder) container per student

Crepe paper cut into strips

Construction paper

Glue

1 large paperclip per student

Hole punches

3 (18-inch) pieces of thin yarn or string per student

Containers of bubbles with wands

Fan with variable speeds

1 metal coat hanger per wind chime

6-8 metal spoons per wind chime

Ribbon or string

## **Optional:**

Norfolk, Bobby and Sherry Norfolk. *Anansi and the Tug o’ War*. Atlanta: August House. 2007.

## **INSTRUCTIONAL PLAN**

### **Introduction:**

#### **Materials:**

Book, *The Contest Between the Sun and the Wind*

#### **Directions:**

Teacher:

- Shows students the cover of the book and asks them to predict what the story is about.
- Prompts students with the following questions as necessary:
  - What do you see?
  - Describe the Sun.
  - Describe the Wind.
  - Are there three different men or is this the same man?
  - What is the man doing?
  - What else can you tell me about this illustration?

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## **Introduction cont.:**

- What do you think this story is about?
- And students take a picture walk through each page of the story. Teacher asks students to make predictions about the story.

## **Teacher Reads the Story:**

### Materials:

Book, *The Contest Between the Sun and the Wind*

### **Directions:**

Teacher reads the story to the class and asks students to tell how accurate their predictions were.

## **Questions for Assessing Students' Comprehension:**

- Who are the characters in this story?
- What were the Wind and the Sun arguing about?
- What kind of contest did the Wind and the Sun have?
- What did the Wind do to try to prove its strength?
- What did the man do when the Wind blew hard?
- What happened to the trees and animals when the Wind blew hard?
- What did the Sun do to prove its strength?
- What did the man do when the Sun grew bright?
- Why did the man take off his coat?

## **Questions for Interpretation:**

- How does the Wind make *you* feel?
- How does the Sun make *you* feel?
- How are the Wind and the Sun different from each other?
- How do you think the man and the animals felt when the Wind blew?
- How do you think the man and the animals felt when the Sun came out from behind a cloud?
- How are the illustrations with the Wind blowing different than the illustrations with the Sun shining?
- If you were going to have a contest of strength, what would you do to show how strong you are?
- Have you seen someone make another person do something by force? What happened?
- What did the Sun mean when it said, "...through gentleness I won my way"?
- Give examples of how you could use gentleness instead of bullying to persuade someone to do something for you.
- Why is the Sun smiling at the end of the story?
- Look at the endpapers in the front and back of the book. How are the endpapers in the back of the book different than the endpapers in the front? How do they relate to the story?

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## **Follow Up Activities:**

### • **Act it Out**

#### **Directions:**

Teacher:

- Asks students what the Wind's voice might sound like.
- Asks students how the Wind might move.
- Asks students what the Sun's voice might sound like.
- Asks students how the Sun might move.
- Asks students how the man might move at the beginning of the story, when the Wind was blowing, when the Sun first came out, and then when the Sun became brighter and brighter.
- Divides the class into groups of three students.
- Instructs students in each group to choose one character from the story to portray and act out the story.

### • **Drawing**

#### **Materials:**

Crayons or markers

Unlined paper

#### **Directions:**

Teacher:

- Shows students how to fold their papers in half to make two equal rectangles.
- Instructs students to draw the Sun in one space and the Wind in the other space.
- Asks students to show their pictures to the class and explain why they used specific colors and shapes to create the Sun and the Wind.
- Asks students how the Sun and the Wind are alike and how they are different.

### • **Emotions**

#### **Materials:**

Book, *The Contest Between the Sun and the Wind*

#### **Directions:**

Teacher reviews the book, page by page, and asks students how each illustration makes them feel.

### • **Rhyming Words Wheels**

#### **Materials:**

“Rhyming Words” worksheet

Crayons or markers

Scissors

1 brass fastener per student

#### **Directions:**

Teacher:

- Reminds students that rhyming words have the same ending sounds.
- Asks students to name words that rhyme with the word “sun.”
- Distributes “Rhyming Words” worksheets and materials needed to complete the activity.

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## Follow Up Activities cont.:

### **Rhyming Words Wheels cont.**

- Instructs students to cut out both circles on the worksheet.
- Instructs students to color the smaller circle yellow.
- Shows students how to place the smaller circle on top of the larger one and attach the circles together with a brass fastener placed through the center of the overlapping circles.
- Shows students how to turn the smaller circle in the opposite direction of the larger circle to create /un/ family words.

### • **Make a Windsock**

#### Materials:

1 empty oatmeal (cylinder) container per student

Crepe paper cut into strips

Construction paper

Scissors

Glue

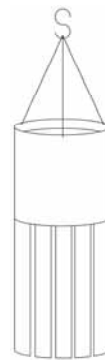
1 large paperclip per student

Hole punches

3 (18-inch) pieces of thin yarn or string per student.

#### **Directions:**

- Teacher helps each student cut a piece of construction paper so that it wraps around the oatmeal container and extends about a half-inch beyond the bottom of the container. (This will **become the top** of the windsock.)
- Students glue 6 strips of crepe paper to the inside of the container so they are evenly spaced and extend out of the open part of the container. (This will **become the bottom** of the windsock.)
- Students punch 3 evenly-spaced holes in the top edge of the construction paper on each windsock.
- Teacher helps students thread yarn or string through each hole and tie a knot to secure the string.
- Teacher gathers all 3 strings on each windsock and ties them in a knot.
- Students open each paper clip to form an “S” shape. Students insert one end of the opened paper clip into the knot formed with the three strings tied together. The other half of the clip serves as a hook to hang the windsock.
- Teacher hangs windsocks in a breezy area of the classroom.



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## **Follow Up Activities cont.:**

### • **Wind Movement**

#### Materials:

Book, *The Contest Between the Sun and the Wind*

#### **Directions:**

Teacher:

- Reviews the book's illustrations with students, page by page.
- Asks students to describe the Wind, as shown on each page. (Teacher encourages vocabulary such as breeze, blustery, blowing, gust, swirl, tornado....)
- Tells students to move like the Wind, as shown on each page.
- Asks students what the Wind might sound like, as shown on each page.
- Tells students to imitate the sounds on the Wind, as shown on each page.
- Asks students to create a "wind dance" that tells the story, and present it along with accompanying sound effects.

### • **Blowing Bubbles**

#### Materials:

Containers of bubbles with wands

Fan with variable speeds

#### **Directions:**

Teacher:

- Asks students how they know if the wind is blowing. Teacher talks about seeing objects such as trees and flags moving, hearing the wind howl, hearing objects as they move, and feeling the wind blow on your skin or in your hair.
- And students take turns blowing bubbles outdoors on a windy day.
- And students take turns blowing bubbles in front of a fan.
- Asks students to predict what will happen when the fan is turned to higher speeds.
- And students experiment blowing bubbles in front of the fan while it is running at different speeds.

### • **Friendship Skits**

#### **Directions:**

Teacher:

- Asks students to describe the Sun and the Wind (in the story).
- Asks students how the Wind was a bully.
- Asks students how gentleness was more effective than force in achieving a goal.
- Divides the class into small groups and asks them to create a skit about gentleness being more powerful than bullying.

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## **Follow Up Activities cont.:**

### • **Contests**

#### **Directions:**

Teacher:

- Reminds students that the Wind challenged the Sun to a contest of strength.
- Asks students to name other kinds of contests.
- Divides the class into two groups.
- Organizes various kinds of contests such as relay races.
- And students discuss “good sportsmanship” behavior.

## **Extensions:**

### • **Making Wind Chimes**

#### **Materials:**

1 metal coat hanger per wind chime

6-8 metal spoons per wind chime

Ribbon or string cut in various lengths between 8-10 inches

#### **Directions:**

Students:

- Tie one end of a piece of string to each spoon (bowl on the bottom) and the other end onto the horizontal wire of a coat hanger. Repeat with each spoon. Space spoons so that they dangle closely enough to clatter and jangle in the breeze.
- Hang wind chimes in an appropriate location on a windy day.
- Brainstorm with the students on the kinds of sounds the spoons make.

### • **Compare and Contrast**

#### **Materials:**

Book, *Anansi and the Tug o' War*

#### **Directions:**

Teacher reads *Anansi and the Tug o' War* by Bobby and Sherry Norfolk. In this trickster tale, Anansi challenged both Elephant and Whale to a contest of strength—a tug of war. Both animals thought that they were having a tug of war with Anansi and did not realize that they were pulling the rope against each other. Students compare this tale about a contest of strength with *The Contest Between the Sun and the Wind*.

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Rhyming Wheel

