

THE CONTEST BETWEEN THE SUN AND THE WIND

First Grade

Outcome:

Students will learn about the wind and the sun and how they relate to the story.

Materials:

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

Blackboard or Whiteboard

Unlined paper

Crayons or markers

“Sentence Match-Up” worksheet

Scissors

A variety of objects such as: paper, pencils, books, tissues, rocks, feathers, small paper bags, crepe paper

Hole punches

“Weather Wheel” worksheet

1 brass fastener per student

Several opaque bags

Items with a variety of textures such as: carpet, tin foil, sand paper, cotton, silk, sponge, hair brush

1 small piece cardboard per student

Thick glue

Powder tempera paint, any color

Various sizes paint brushes

Cotton swabs

Combs

Popsicle sticks

Plastic forks and knives

1 clear plastic lid (from a deli container) per student

1 (18-inch) piece of string per student

Optional:

Tingle, Tim. *When Turtle Grew Feathers*. Atlanta: August House, 2007.

Cleveland, Rob. *The Archer and the Sun*. Atlanta: August House, 2008.

INSTRUCTIONAL PLAN

Introduction:

Directions:

Teacher:

- Asks students to describe the wind.
- Tells students that wind is moving air.
- Asks students how they know the wind is blowing when they can't see it? (You can feel it and see it moving things such as flags or trees.)

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Introduction cont.:

- Tells students that wind can move so softly it can barely be felt and it can blow so fiercely that it's able to uproot trees and damage cars and buildings.
- Asks students to describe the sun.
- Tells students:
 - The sun is an enormous ball of extremely hot gasses.
 - The sun is like the stars which are visible at night. It appears larger and brighter than the other stars in the sky because the sun is closer to the earth than the other stars.
 - The earth circles around (orbits) the sun and receives some of the light and heat given off by the sun. The sun's energy provides the light and heat necessary for plants and animals to live on the earth.

Teacher Reads the Story:

Materials:

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

Directions:

Teacher:

- Informs students they will be reading a story about the wind and the sun.
- Reads the story or passes around the book so that each student can read one page aloud and show the illustrations.

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?
- How did the Wind feel when it could not blow the man's coat off?
- What did the Sun do to prove its strength?
- What did the man do when the Sun grew brighter?
- 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?
- Why did the man sing when the Sun came out?
- How are the illustrations of the Wind blowing and the illustrations of the Sun shining different?

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Interpretation cont.:

- If you were going to have a contest of strength, what would you do to show your strength?
- What did the Sun mean when it said, "...through gentleness I won my way"?
- 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 of the book? How do they relate to the story?

Follow Up Activities:

• **Analyzing and Drawing Faces**

Materials:

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

Blackboard or Whiteboard

Unlined paper

Crayons or markers

Directions:

Teacher:

- And students review the illustrations and analyze the expressions on the faces of the man, the Sun, and the Wind.
- Asks students to name emotions that can be shown on a face, and writes the words on the board.
- Instructs students to choose four emotions and draw four different faces on their papers.
- Asks students to show the faces they have drawn to the class, while classmates guess which emotions they express.

• **Sentence Match-Up**

Materials:

"Sentence Match-Up" worksheet

Scissors

Directions:

Students:

- Cut out the phrase strips and the word strips.
- Match each word with a phrase to make complete sentences.

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Follow Up Activities cont.:

• **Icon Maps**

Materials:

Blackboard or Whiteboard

Unlined paper

Crayons or markers

Directions:

Teacher:

- Explains that an icon is a picture that represents an idea.
- Asks students to name icons that they have seen (symbols on a computer, symbols on a car's dashboard, symbols on signs, etc.)
- Draws an icon of the sun in the center of the board.
- Draws lines radiating from the sun icon.
- Asks students to think about how the sun is an important symbol in the story. (Example: Students might draw an ice cream cone, a bathing suit, a beach ball, a swimming pool, or a thermometer.) On the ends of the radiating lines, teacher draws icons representing the students' ideas of how the sun is important to the story. Teacher shows students that these icons represent ideas associated with the sun.
- Asks students to draw their own icon map to show how the sun is important to them.

• **Pantomime the Story**

Directions:

Teacher:

- Discusses with students how characters in a story can show how they feel with body language and facial expressions.
- Divides the class into groups of three students each.
- Instructs students to each choose a character from the story to portray (the man, the Sun, or the Wind).
- Instructs each group to pantomime the story.
- Reminds students that body language and facial expressions are very important since they cannot speak during the pantomime.

• **Create a Skit**

Materials:

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

Directions:

Teacher:

- Reads the book's dedication on the first page and asks students what it means and why the author and illustrator chose that dedication.
- Divides the class into small groups and tells them to create skits showing how gentleness, instead of force, can be an effective way to achieve a goal.

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Follow Up Activities cont.:

• **Word Pictures**

Materials:

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

Directions:

Teacher:

- Tells students that words can be written in different ways (or designs) to express ideas.
- Reviews the story with students, finding words written expressively.
 - On the first few pages—the man is walking down a winding road. The text is curved to mimic a winding road.
 - On the eighth page, the words “smash” and “rip” are written in all capital letters.
 - When the wind is speaking, the text is larger.
 - On the twentieth page, as the sun gets brighter, the word “brighter” gets bigger.
 - On the twenty-fifth page, “force” is written in all capital letters.
- Instructs students to each choose three “weather words” and write them in expressive ways. (Examples: rain can be written in rain drops, the letters of the word cloudy can be written like clouds, and the word cold can be written in shaky letters that look as if they are shivering.)

• **Draw a Maze**

Materials:

Unlined paper

Crayons or markers

Directions:

Students draw a maze showing where the man traveled. The mazes should feature the setting, all the characters, and the topic of the story.

• **Point of View**

Directions:

Teacher:

- Asks students if they think the man was aware that the Sun and the Wind were having a contest.
- Asks students to retell the story (in first person narration) from the man’s point of view.

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Follow Up Activities cont.:

• **Wind Experiments**

Materials:

A variety of objects such as: bubbles, paper, pencils, books, tissues, rocks, feathers, small paper bags, crepe paper
Blackboard or Whiteboard

Directions:

Teacher:

- And students collect objects for wind experiments.
- Asks students to predict which items will blow in the wind. (Teacher records predictions on the board.)
- And students bring the items outside on a windy day and experiment with the objects, recording the results.
- And students return to the classroom and determine if their predictions were correct.
- And students attach pieces of crepe paper to a tree or pole that is easily visible from the classroom. Teacher and students observe the paper over a period of days and discuss how windy it is each day. Teacher and students discuss the direction(s) the wind blew the crepe paper each day.

• **Weather Wheels**

Materials:

“Weather Wheel” worksheet

Scissors

Crayons or markers

1 brass fastener per student

Directions:

Teacher:

- Asks students to name different types of weather (sunny, cloudy, windy, snowy, rainy, etc.).
- Asks students to cut out the weather wheel and the arrow on the worksheet.
- Asks students to draw a different type of weather in each section of the circle.
- Asks students to write a word (such as “windy”) to describe each picture on the line provided in each section of the circle.
- Shows students how to insert the brass fastener in the area indicated on the arrow and attach the arrow to the center of the circle.
- And students use the weather wheel to show the weather every day.

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Extension Activities:

• **Texture**

Materials:

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

Blackboard or Whiteboard

Several opaque bags

Items with a variety of textures such as: carpet, tin foil, sand paper, cotton, silk, sponge, hair brush

1 small piece of cardboard per student

Thick glue

Powder tempera paint, any color

Various sizes paint brushes

Cotton swabs

Combs

Popsicle sticks

Plastic forks and knives

Directions:

Teacher:

- Reviews the illustrations and discusses with students how the illustrator showed texture in each picture.
- Places one object in each opaque bag. Teacher tells students to describe what the objects *feels* like without looking at it. Teacher records the texture words on the board (soft, slippery, rough, smooth, fluffy, coarse, etc.).
- Sprinkles powder tempera paint into the glue.
- Instructs students to make a picture with texture by applying the colored glue to the paper using different objects (such as paint brushes, cotton swabs, combs, plastic knives and forks, etc.).
- Asks students to show their texture pictures and describe them using texture vocabulary.

• **Make a Sun Catcher**

Materials:

1 clear plastic lid (from deli container) per student

1 (18-inch) piece of string per student

Markers

Hole punches

Directions:

Students:

- Punch a hole in the lid near the edge. This will become the top of the sun catcher. The hole will be used to hang it.
- Thread the string through the hole and make a loop by pulling string through so that both sides of the string are equal. Tie a knot in the string.
- Draw a colorful design on the lid.
- Hang the sun catchers in a window to catch the sun's rays shining through it.

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Extension Activities cont.:

• Compare and Contrast.

Materials:

Book, *When Turtle Grew Feathers*

Book, *The Archer and the Sun*

Directions:

- Teacher reads *When Turtle Grew Feathers* by Tim Tingle. Teacher and students compare this Choctaw tale about a contest between animals with *The Contest Between the Sun and the Wind*.
- Teacher reads *The Archer and the Sun* by Rob Cleveland. This tale from China explains why the sun rises in the morning and sets at night. Teacher and students compare and contrast this story with *The Contest Between the Sun and the Wind*.

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Name _____ Date _____

Sentence Match-Up

Directions: Cut out the phrase strips and the word strips. Match each word with a phrase to make complete sentences.

The man had a warm

trees.

Let's see who can take the coat off the

cloud.

The birds clung to the

sang.

The wind blew very

coat.

The Sun peaked out from behind a

day.

The man lifted his voice and

smiled.

The Sun lit the

hard.

The Sun just

off.

The man took his coat

man.

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Name _____ Date _____

Weather Wheel

