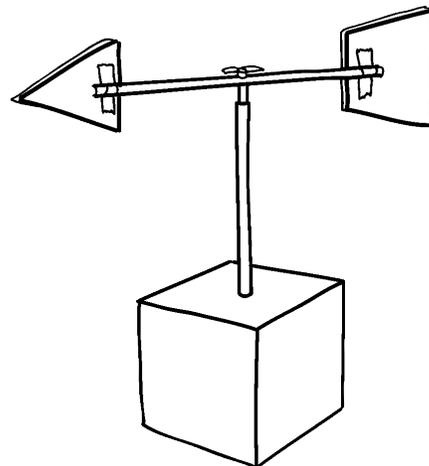


# LETTER TO PARENTS

*Cut here and paste onto school letterhead before making copies.*

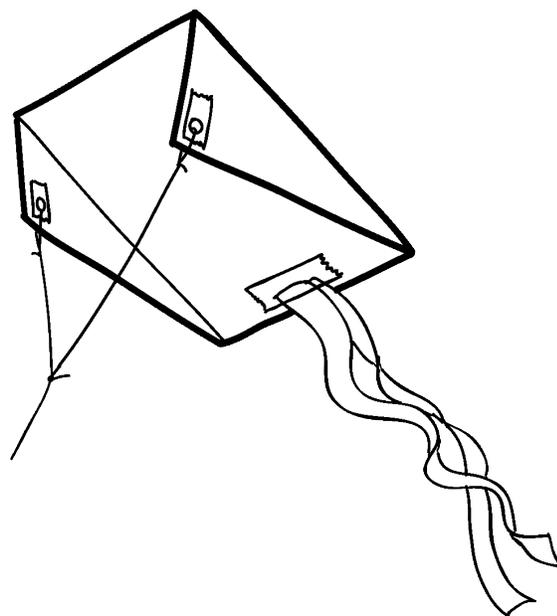
Our class is beginning a study of air and weather. Students will be looking for evidence that air is matter—that it is something real. They will explore the properties of air, using plastic syringes and tubes. They will capture air, compress air, and use air under pressure to move things around. They will observe daily and seasonal weather conditions such as temperature, rainfall, cloud cover, wind speed, and wind direction. They will learn that the sun warms the air, land, and water. They will be recording all of this information on a class calendar and in a science notebook.



You can help your child learn more about weather, too. You might discuss weather reports in the newspaper or on television. Point out wind vanes if you happen to see one perched on top of a house. If you have an indoor or outdoor thermometer, read and record the temperature at about the same time each day and look for patterns. Or you may want to watch the temperature change over the course of one day. Does it happen that way every day? Weather is ever-changing. You can guide your child's scientific inquiry by helping him or her make observations and by nurturing his or her natural ability to ask questions based on those observations. Don't be surprised if you end up with a list of questions much longer than the initial observations!

If you have any questions or comments, call or come in and visit our class.

Sincerely, \_\_\_\_\_



# HOME/SCHOOL CONNECTION

## INVESTIGATION 1: EXPLORING AIR

Look around home and see if you can find a toy that uses air to make it work. If you can't find one, see if you can invent one.

Draw a picture of the toy you found or the one you invented. Explain how it works.

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# HOME/SCHOOL CONNECTION

## INVESTIGATION 2: OBSERVING WEATHER

### MATERIALS

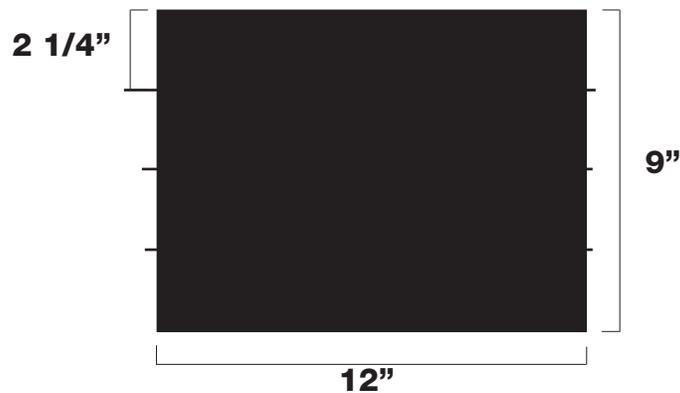
Dark construction paper, or shopping bag 9" × 12"

Scissors

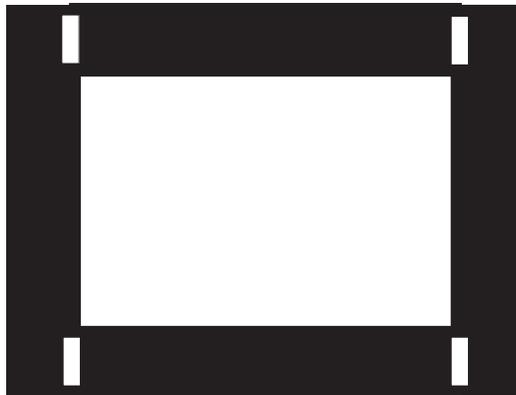
Tape

Make a cloud window.

1. Cut a sheet of dark construction paper (a shopping bag will do) into four equal strips.



2. Form a rectangle with the four strips, lapping one edge over another about 1/4". Tape it together.



3. Tape the cloud window to a glass window in your house where you can see clouds in the sky.
4. Share your observations with the class next time you go to school.

# HOME/SCHOOL CONNECTION

## INVESTIGATION 3: WIND EXPLORATIONS

Make a whirligig.

### Materials

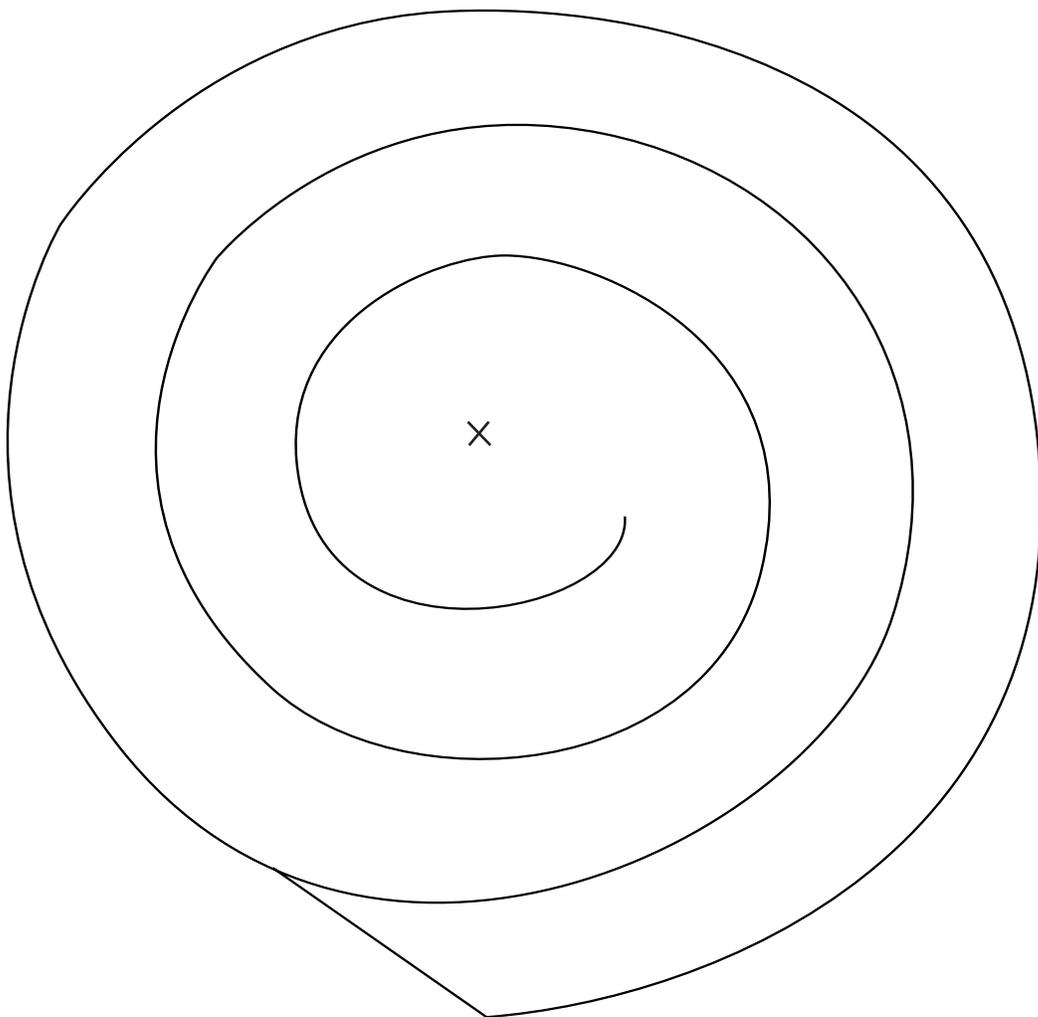
Scissors

Tape

Piece of string

### Directions

1. Cut out the whirligig along the spiral line.
2. Tape a piece of string to the X in the middle of the whirligig.
3. Hang the whirligig by the string and blow on it. What does it do?
4. Use the whirligig to find places where the air is moving. Try outside, by a window, or in front of a fan. Where does it move the fastest?



# HOME/SCHOOL CONNECTION

## INVESTIGATION 4: LOOKING FOR CHANGE

Read this story with your child. Then have him or her draw a picture of Harry in his new clothes.

Harry was always wearing the wrong clothes. When he put on his raincoat, it was warm and sunny outside. When he wore his shorts, the outside temperature was cold. When he decided not to take a jacket with him to school, the wind blew hard.

So Harry decided he wasn't going to go outside. Soon Harry became very, very lonely. All of Harry's friends wanted to play outside. Harry was left alone, wearing the wrong clothes for the weather.

Then Harry got a grand idea! He would design a set of clothes that he could wear outside at any time and in any weather. If it was sunny and warm, Harry could wear his new clothes. If it was windy and rainy, Harry could wear his new clothes. Even if it was snowing, Harry could wear his new clothes!

So Harry set about designing his new wardrobe.

**Ask your child to finish the story and draw a picture of Harry's all-weather wardrobe.**

- What kind of clothing would Harry need?
- What kinds of weather would Harry need to think about?
- How can Harry wear the same thing in all kinds of weather?