

How We Know Air Is There



Target Grade Levels

First - Third

Time

20 minutes

Materials

- paper
- crayon

Knowledge and Skills (TEKS)

- Science:
 - Scientific investigations in the field and laboratory;
 - Scientific inquiry and critical thinking construct simple graphs, tables, maps, models, and charts to organize information;
 - Demonstrate that repeated investigations may increase reliability; and
 - Classify earth materials in local area as renewable, nonrenewable or inexhaustible.
- Language Arts:
 - Write to record ideas and reflections for a variety of audiences.

Overview

Students will use their senses to learn about the nature of air. Although we usually don't see air, we frequently experience the effects of air's actions.

Background Information

While air cannot be seen alone, it can be felt and seen through its actions. We feel air through wind and breezes. We can see air through an object's reaction to a gust of wind. What we do not want is to see air through particle pollution, haze, in the air.

Procedure

1) Vocabulary

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|----------|----------|
| a) air | e) touch |
| b) sight | f) feel |
| c) taste | g) hear |
| d) smell | |

2) Activities

- Take students for a walk to the playground to determine how they know air is there.
- Ask them to draw and record what they see or smell. (For example: a flag blowing in the breeze, leaves rustling in trees or on the ground, blowing dust, trees swaying, etc.)
- Have students draw other examples of the presence of air.
- Use this material for a bulletin board.
- If they need help getting started, ask students to wave their hands and feel the air or "sip" it through their lips. Can they see anything move in the air, such as dust?

Adapted from: "Concept Exploration Activity #1" *Northwestern Indiana Regional Planning Commission*.