



I AM THE Wind

Classroom Guide

Join the wind as it swings, swirls, and soars on its remarkable journey around the globe.

*I whoosh over tundra,
yodel over Everest,
skim westward on whitecaps!*

With dynamic text and atmospheric illustrations, this book invites you to celebrate the world all around us through the unique perspective of the wind. Journey through the frozen forests and bayou bogs, wonder at the northern lights, and meet unique animals like wolverines and olinguitos along the way.

I am the wind and I am everywhere!

Michael Karg balances writing with being a feline veterinarian and home-schooling his three children with his wife. He lives with his family in Detour, Maryland, in an old house on 11 acres with chickens, ducks, rabbits, and some sheep. This is his debut picture book.

Sophie Diao loves illustrating natural wonders and breathtaking landscapes. As a Google Doodler and freelance artist, she has created art highlighting Earth Day, the first day of the seasons, the northern lights, and the national parks. She lives in San Francisco with a scruffy dog and many plants. This is her first picture book.

Damp, cold and cloudy usually means a day to stay inside.

But when wild voices call, the adventure begins, in the hunt for food,
on a journey home, in a quest of joy and wonder. Owls and wolves and
chimpanzees are at home in the elements and don't wait for sunny days
to live their lives.

Told from the perspective of the wind, every day is a triumph!

Pre-Reading

- What is a nice day?
- Do you feel sorry for animals when you're warm and cozy in your house?

After reading, see if student's opinions have changed for these two questions.

CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text

CCSS.ELA-LITERACY.W.3.1.B Provide reasons that support the opinion.

Take a Book Walk

Before looking at the back matter, see if students can guess the locations of the animals. Looking at a globe or world map, flip through the book a second time and try to identify the creature's home by what they see in the pictures. Now turn to the back matter to compare your guesses.

CCSS.ELA-LITERACY.RI.2.7 Explain how specific images contribute to and clarify a text

CCSS.ELA-LITERACY.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.



Vocabulary

Read these words and have students see if they can remember which scene any of these might be from. For each word, use clues in the pictures and text to infer their meanings.

dusky

frolic

merging

tundra

crag

migratory

whitecaps

lair

bayou

CCSS.ELA-LITERACY.RI.1.4 & CCSS.ELA-LITERACY.RI.2.4 Determine the meaning of words and phrases in a text relevant to grades 1 & 2 topic or subject area.

CCSS.ELA-LITERACY.L.2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.

Post-Reading Discussion Questions

- What is the difference between fiction and non-fiction?
What aspects of this story fit in each category?
- What is an adaptation? How would a musk ox and a chimpanzee fare if they traded places?
- How does the wind help animals as they search for food?
- Can you remember some of the different “moods” of the wind?
- Each example of wind in this story was formed on earth, except for one which was created by the sun. Can you guess which one that was?
(The auroras at the north and south poles are formed from solar winds.)



(Post-Reading Discussion Questions, continued)

- How would you describe the feelings of the child at the beginning and the end of the story? How does her point of view compare to the adults?
- What do you do differently when the weather changes? How would you describe a nice day to be outside?

🐸 Story Map

Create a chart of the twelve birds and mammals (including people) in this book and use one word to describe the weather or climate, and one word to describe a possible emotion for each creature.

CCSS.ELA-LITERACY.RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-LITERACY.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-LITERACY.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.



🐸 Your Local Habitat

Make a list of animals that are active in your neighborhood when it is cold, wet or dark. Pick one of these creatures and draw it as the main character in this setting. Write four lines about this animal interacting with its environment in the same style as this book.

CCSS.ELA-LITERACY.W.2.7 Participate in shared research and writing projects.

Active Verbs

I Am the Wind is a story of movement and relies on dynamic words to show that. Here are some of the active verbs in this story. Write each verb on a slip of paper and pull one from a jar to act out for others to guess the word or scene in which that verb is used. Imagine you are the wind and use sound effects and body language to convey that.

call	float	pause	search
scale	race	endure	whoosh
hug	settle	electrify	shine
dig	munch	whirl	glow
whistle	bound	rule	yodel
serenade	tango	holler	hoot
howl	skim	soar	slide
sail	climb	slip	burst
stir	wake	listen	lift

The text of this book repeats the title line for emphasis but it can be read differently in each scene. For each spread read “I am the wind.” to match the mood of the wind and that particular animal.

CCSS.ELA-LITERACY.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-LITERACY.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.