

Wanted: Clean Air!

Kindergarten

Length of Lesson: Two 45-minute sessions

Georgia Performance Standards

ELAKR6: The student gains meaning from orally presented text.

- a. Listens to and reads a variety of literacy (e.g. short stories and poems) and information text and materials to gain knowledge and for pleasure.
- b. Makes predictions from pictures and titles
- d. Begins to make distinguish fact from fiction in a read aloud text.
- g. Connects life experience to read aloud text.
- h. Retells important facts in student's own words.

Focus:

Students will demonstrate an understanding of why clean air is important after reading a short story and observing pictures. They will be able to identify some of the causes of air pollution, including solutions on how to prevent it.

Materials:

- Vocabulary cards for word wall—air , bicycle, bus, cars, pollution, smoke, smokestack, walk, plus additional words that the students identify after reading the book
- Blank cards to write additional words for the word wall
- *Air is All Around You* by Franklyn M. Branley (ISBN 978-0-06-059415-2)
- *Why is the Air Dirty?* By Isaac Asimov (ISBN 0-8368-0743-X)
- Photographs of a city with air pollution and a city without air pollution
- Large piece of butcher paper for each pair of students
- Markers or crayons
- “What You Can Do to Prevent Air Pollution” student worksheet
- “Care About Our Air” Song printed on the board or flipchart paper (see end of the lesson for the words and tune)

Procedures:

1. Begin the lesson by asking your students the following questions: What is air? What are some things you have noticed about air? How do people, animals or plants use air? Why do need air?

2. Ask them to predict what the book is about after showing them the front cover. Have them read the title out loud with you. Depending on your students' reading level you may wish to read *Air is All Around You* aloud to the class or have the students take turns.
3. Follow up the story by leading a conversation that challenges them to think about what the book was about. Ask them if they would like to add to their answers they gave to the questions you asked earlier in step 1.
4. Ask your students: What is pollution? What is air pollution? Working together have them brainstorm a definition of air pollution, writing their responses as they formulate the definition. Prompt them and offer comments as needed. Have them share additional words they would like to add to their word wall.
5. Have you ever seen air pollution? How do you know? Have you seen smoke coming from the tailpipe of a car or a smokestack at a factory? Did you think this is air pollution?
6. Can you name some other ways that air becomes polluted? Why is clean air important? Do you think that people, animals and plants are affected by air pollution? It is important to understand the causes of air pollution, so we can come up with ways to have cleaner air.
7. Show them select photographs from the book *Why is the Air Dirty?* Ask the students to describe what they see. Display a picture of a city without any air pollution and ask the students to describe what they see. Next show them a picture of a city with air pollution and ask the students to describe what they see. Which place would they prefer to live? Why? How does each picture make them feel? What are some things we can do to help prevent air pollution?
8. Divide students into pairs, so that they can work together on their drawing.
9. Provide each pair with a large piece of butcher paper. Divide the paper in half by drawing a line down the middle. Each pair of students will draw a picture of a town, incorporating things they learned in this lesson that cause air pollution. On the other side, students will draw a picture of a town without air pollution, incorporating characteristics they learned in this lesson.
10. After the students have completed their project have them return to their seats to complete the "What You Can Do to Prevent Air Pollution" student worksheet.

11. Follow up the lesson by having the students share what they have learned, including suggestions on how they can help prevent air pollution.
12. End by singing the “Care About Our Air Song” and depending on the students’ reading level you may wish to point to each word as you are singing or have one of the students come up and point to each word.

Assessment:

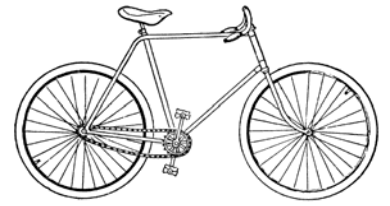
Students will be assessed on classroom participation and “What You Can Do to Prevent Air Pollution” student worksheet.

Follow-Up:

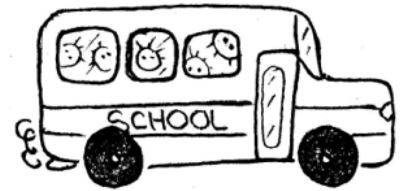
After you have taught this lesson, please tell the Clean Air Schools program about your efforts in a brief, 60-second online survey at <http://www.cleanaircampaign.org/Kids-Schools/Lesson-Plans>. You can also rate this lesson plan at that link. Your feedback is invaluable in helping this nonprofit education program direct its resources to enhancing these lesson plans and creating new programs and materials for your students. Thanks!

What You Can Do to Prevent Air Pollution

Ride a



Ride a



Go for a



Turn lights



Word List Choices:

bicycle

walk

bus

on

off

car

Your Name _____

Care About Our Air

Original Author Unknown

Sung to: "Wheels on the Bus"

Dirty air can make us sick,
Make us sick, make us sick.
Dirty air can make us sick,
Here's what you can do.

Walk, bike, skate; it's good for you,
Good for you, good for you.
Walk, bike, skate; it's good for you,
And great for the air we breathe.

The people on a bus are helping our air,
Helping our air, helping our air.
The people on the bus are helping our air,
By not driving their cars.

Car pool, car pool, it's cool to do,
Cool to do, cool to do.
Car pool, car pool, it's cool to do,
And thanks for helping too!