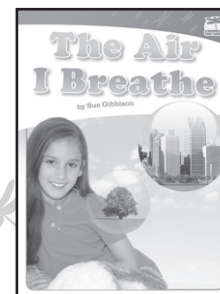


The Air I Breathe

by Sue Gibbison





Overview

This book explores the different ways that people pollute the air. It looks at the importance of air and the ways people can help keep the air clear. (Big idea: We need to breathe clean air to stay healthy.)

Suggested purposes

This book supports the following **comprehension strategies**:

- analysing and synthesising ideas and information 
- visualising. 

It supports the following **non-fiction strategies**:

- using photos to get information
- using dramatic photos to convey a message
- using tables to summarise information in photos
- using captions to explain photos
- using a contents page, glossary (boldface type), and index.

Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *air, breathe, clean, fumes, pollution, smoke*
- Content words – *acid rain, airplanes, animals, bus, cars, coal, electricity, factories, fires, fish, fuel, future, gases, lakes, laws, oil, oxygen, people, petrol, plants, rivers, ships, sun, trees, water, wind*
- High-frequency words – *about, around, into, live, many, people, some, such, take, under, use, work*

Features of the text

- Non-fiction features:
 - cover flap, which provides support for identifying the big ideas and anchor words
 - the topic (air), which expands on pages 12 and 13 of the anchor book *Helping Planet Earth*
 - preview question on the back cover
 - contents page, glossary (bold type), index
 - questions as headings
 - captions
 - fact box
 - table
 - close-up view to see details
- Word study:
 - initial consonant blends – “br-”, “cl-”, “sm-”, “pl-”, “str-”, “tr-”, “pr-”, “gr-”, “fl-”
 - final consonant blend – “-sh”
 - word ending – “-ion”
 - digraphs – “sh”, “th”, “ch”, “wh”
 - contractions – *can’t, doesn’t, that’s, isn’t*
- Question marks
- Exclamation marks
- Compound words – *airplanes, windmills*



Setting the scene

If you have already introduced the topic using the Whole-class Introduction and the anchor book (*Helping Planet Earth*), you can review the discussion and show the students pages 12 and 13 of the anchor book. Talk about air and how it is all around us.

- *How do we know air is all around us?*
- *How does the air get dirty?*

ELL support

It's important to create a classroom environment that reflects the diverse cultures and languages of the ELL students. The students also need to be able to access both fiction and non-fiction texts.

Introducing the book

Front cover – Discuss the photographs. *What information do they give?* Read aloud the title. (breathe air in the country and the city)

Back cover – Read aloud the preview question. Lead a discussion to build the students' background knowledge.

Using the flap – Read aloud the text on the flap, and (if relevant) remind the students that they have read this in *Helping Planet Earth*. Read aloud the anchor words on the other side. Tell the students that they can point out the words when they find them in the book. Ask them to leave the flap open as they read.

Title page – Read aloud the title. Discuss the photograph. Remind the students that the air we breathe is all around us and is important to our well-being.

The first reading

Page 2 – Look at the heading “How Are We Cleaning the Air?” *Why does the author use a question?* (to get us thinking) *What would you expect to see in this section?* Look at “Take Action for Air!” *What feeling do you get from this heading?* (sense of urgency) *What will this section be about?*

Page 3 – *What is the girl trying to show us?* (air is all around us and is invisible) *What gives the sense of air moving?* (swirly patterns) Support the reading of “invisible”. Point out that it is in bold type because it is important to the topic and it is a glossary word. Look it up in the glossary. *How can you tell that air is all around us?* (can feel it, temperature)

V **Page 4** – (**Visualising**) Have the students visualise Earth inside a bubble of air. *What would it look like from space?* Discuss the images. *What information does the red box give us?* (**Analysing and synthesising**) Support the reading of “atmosphere”. Read the caption. Discuss its purpose (describes the photo and adds a fact about the atmosphere). (**Visualising**) Help the students imagine 100 kilometres. *What would happen if Earth's atmosphere were damaged?*

Page 5 – Discuss the photo. *What might it be like in the water?* (no air, dependent on tank of air) Explain that the boy must wear a snorkel and carry air to breathe. Support the reading of “oxygen”. Look it up in the glossary. *What did the author say to show how important oxygen is?*

Page 6 – *Which words explain that the air is dirty or unsafe?* (polluted, pollution) Support the reading of “polluted”. Look it up in the glossary. Ask the students to explain what must have caused this pollution. Make a list of their ideas. (**Analysing and synthesising**) *What would it be like to live in a polluted area? What health problems might it cause?* Look at the photo. *How does this page convey the idea of pollution?* (large photo, small amount of text that doesn't distract from the photo, brown and dirty grey colours)

Page 7 – Discuss forest fires – how they start, the amount of smoke they create, the difficulty controlling them, and their consequences.

Pages 8 and 9 – *How do these photos show that pollution isn't good for us?* (large dramatic shots of smoke, dirty air around the page) *How does the caption help us?* (explains photo). *How do some people avoid breathing too much pollution?* (wear masks) *What would it be like to wear a mask every day?*

Pages 10 and 11 – Look up “acid rain”, “poisonous”, “reduce”, and “prevent” in the glossary. (**Visualising**) *What might acid rain look like?* (**Analysing and synthesising**) Discuss the fact box on page 11. *What is its purpose?* (gives information about acid rain) *What advice is given to stop acid rain? How well do these photos show the effects of acid rain?*

Pages 12 and 13 – *Why are these cars better for the environment? How does the layout support the idea that this car keeps our air cleaner?* (clouds, swirly lines) *What is the*

AS purpose of the captions? (expand on the text) **(Analysing and synthesising)** How can we make the air cleaner?

Pages 14 and 15 – Discuss the photos. What does “Cleaner, Greener Electricity” mean? Look at the table.

AS Look up “turbines” in the glossary. **(Analysing and synthesising)** Encourage the students to think of three questions that might be answered in the table. In pairs, they can ask questions and find the answers. What problems might there be if we only used the sun to make energy? Water? Wind?

AS **Pages 16 and 17** – Discuss the photos. **(Analysing and synthesising)** What have many countries done to make the air cleaner?

Page 18 – Pages 18 to 21 include suggestions for taking action to clear the air. Ask the students to make a list of actions with a partner. They can share their ideas with the group. What does the heading on page 18 encourage us to think about? Why is it better to take the bus? Ask the students to share with a partner other ways to keep the air clean.

Page 19 – How is your home heated? What other ways can you keep warm? Share with a partner. **(Analysing and synthesising)** What message could you tell your parents after reading this book?

Page 20 – What things have plastic packaging? What effects do smoke and fumes have? What has the author already told us?

Page 21 – If there were more trees, what would happen to the amount of oxygen in the air? What has the author already told us about oxygen?

Page 22 – Remind the students that if we all help, we can make a difference. What can you do to help clear the air? Discuss the meaning of “breathe easy”. (It can also mean we don’t have to worry.) **(Analysing and synthesising)** The author has suggested ways to keep our air clean. What message does she want us to think about?

Page 23 – Remind the students that a glossary explains and provides the meaning of unfamiliar words. It’s a good idea that they read the glossary and confirm their understanding of the words.

Page 24 – Discuss the purpose of an index (provides detailed overview, allows cross-checking of information). Do all books have an index? (only non-fiction books.) What two words have the most number of pages? What does this show? (Air and pollution are important topics.) What pages have information about water and acid rain?

Vocabulary activity

Focus word: clear

1. Turn to page 22. Read: *Everyone can help clear the air!*
2. Say “clear” with me.
3. Explain that in this book “clear” means free of pollution. *Taking the bus helps clear the air because it keeps cars off the roads.* Ask the students to imagine cars full of passengers instead of one person. *How many less cars would be on the road? Why doesn’t that happen?*
4. Explain that “clear” can mean different things.
 - You can see through it. *She looked into the pool of clear, blue water.*
 - It can be something that is easy to understand. *She gave him clear instructions.*
 - It can mean to tidy up. *Please clear your desk.*
5. Make two signs with “clear” written on one and “pollute” on the other. Ask the students to move towards the sign that explains the following:
 - I am a factory puffing out smoke.
 - I am a hybrid car.
 - I am a tree.
 - I ride in a bus instead of in a car.
 - I am a forest fire.
 - I am acid rain.Discuss their choices.
6. What is the word we’ve been learning that means free of pollution? Say “clear” with me.

ELL activity

Language objective: Studying prefixes

- Read page 3 together. What is the word in bold?
- Let’s say “invisible” together.
- Write “invisible” on the board. What does “invisible” mean?
- Record the students’ ideas on the board. Read the definition in the glossary.
- Write “visible” under “invisible.” What do you notice about these two words? Draw the students’ attention to “in” at the beginning of “invisible”.
- Write “invisible” on the board again. Draw a line between “in” and “visible” (in/visible)
- Circle “in”. This part of the word is called a prefix.
- Say “prefix” together. Explain that a prefix is used at the beginning of a word to change its meaning.
- The prefix “in” means “not”. Invisible means not visible. If something is invisible, we cannot see it.
- Visible means we can see it. Invisible means we cannot see it. Let’s say “in” again.

- What's the prefix in "invisible"? What does this prefix mean? Let's say "not" one more time.
- Repeat this process with "incorrect", "inactive", and "incomplete".

Ideas for revisiting the text

1. Review and check

- Listen as the students reread the text, observing their fluency and decoding strategies.
- Review the anchor and content words. Check that the students know the meaning of each word and how it is used and can pronounce it correctly.

2. Stop and learn

a. Decoding/word attack activities

Using contractions

- Explain that a contraction is a combination of two words that are shortened. The missing letters are shown with an apostrophe.
- "Doesn't" is a contraction of "does not".
- Write the following sentences on the board:
 - You cannot see it, smell it, or taste it.
 - If the air is not clean, your body has to work hard to get oxygen.
- Ask the students to underline the words that they can make into a contraction. Model the changes.
- Clarify that "cannot" becomes "can't" and "is not" becomes "isn't".

Identifying comparative adjectives

- Identify the adjectives used in the text (clean, sick, clear, green, warm, smelly, healthy).
- Tell the students that they can add endings (er, est) to the adjectives to make comparisons.
- "Clean" would become "cleaner" and "cleanest".
- Point out that with words that end in "y", use "ier" and "iest". For example, "healthy" would become "healthier" and "healthiest".

BLM – Using comparative adjectives

The students can change the endings of the words to make comparisons by adding "er" or "ier" and "est" or "iest". They can then write a sentence that tells how we can have cleaner air.

b. Comprehension activities

Explain that air pollution is a problem that everyone can help reduce. We can all do our bit to help save planet Earth, however small it seems. Discuss ways of keeping the air clear. *What can you do?* (turn off the TV and lights when you aren't using them, reuse paper, bike or walk to school)

BLM – Comparing and contrasting

Ask the students to imagine two towns called Cleanville and Pollutionville. Cleanville has clean air. Pollutionville has a lot of pollution. Discuss what it would be like to live in each town. Prompt the students to think about what they would see in each town. Revisit some of the photos from the book. For example, in Cleanville there would be lots of trees, parks, few cars, alternative kinds of energy (such as solar energy), and happy people. In Pollutionville, there would be factories billowing smoke, lots of traffic, polluted water, and unhappy people. The students can draw what they would see in each town on the BLM. In one of the segments, they can draw how the people would feel. They can then complete the sentence saying why they would like to live in each city.

c. Writing activities

Have the students write:

- a letter encouraging other countries to pass a Clean Air Act
- a poster informing people about ways to keep the air clean
- a questionnaire to gather more information about the topics in this book.
- a poem about air.

3. Suggestions for further activities

- Design a house that saves energy.
- Visit a local factory and talk to them about the Clean Air Act.
- Research the Clean Air Act on the Internet.