

What Makes the Air Dirty?



Level: C5 Word Count: 73

Little Books of Answers

C5 What Makes the Air Dirty?

Curriculum Connection	Environmental Issues
Content Vocabulary	air, black, dirty, cars, cows, factories, fires, fumes, gas, landfills, lots, smog, smoke, things, very
Visual Literacy Element	concept web
Critical Thinking	further research
Comprehension Strategy	extracting information
High-Frequency Words	of, make, the

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss things that the students know that make the air dirty. If necessary, prompt the students by saying things such as – *Have you see smoke coming from a fire? Have you seen fumes coming from a truck? These things make the air dirty.* Introduce the word, *pollution*, and explain its meaning.

- Give each student a copy of the book *What Makes the Air Dirty?* and read the title with them.
- Invite the students to say which word in the title signals that it's a question. Ask them if they know any other books that start with the same question word.
- Work with the students on setting a purpose for reading the book. Discuss with them some possible purposes, for example, to find out some other things that make the air dirty, to find out the ways different things make the air dirty. One of their purposes for reading this book is to find and remember the information that they read.
- Discuss the cover photo. Ask questions such as – *What can you see in this photo? What is the black air called? What makes smoke? Do you know the sorts of things that make black smoke when they burn?*
- Have the students turn to the title page. Discuss how the air in this photo looks different from the air on the cover. This is because a different thing is making the air dirty in a different way.

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos and read the labels to the students. Explain that the labels tell them the name of the things that make the air dirty.
- Tell the students that the Vital Vocabulary words are in the book. They should look for them as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Read the captions and labels to the students and invite the students to read them with you.
- To extend understanding and vocabulary say things such as – *Smog is a word made from two words smoke and fog. Lots of things polluting the air can make smog. Cars and trucks give off fumes. Sometimes you can smell the fumes but you often can't see them. Cows and landfills give off a gas called methane that pollutes the air. You can't see methane.*
- Discuss the concept web on page 15. Explain to the students that they could add other things to the concept web about what makes the air dirty.

Read the Book

- Invite the students to read the title on the cover and title page again.
- Have them read the Vital Vocabulary again, prompting individual students if necessary.
- Remind them that the book will answer the question in the title. They should think about this as they read.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read if one-to-one matching is not established.
- Move around the group listening and helping individual students as necessary.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
 - What gives off fumes?*
 - How does fire make the air dirty?*
 - What do factories and fires make?*
 - What thing that makes the air dirty can you see?*
- Check inferential comprehension by asking these questions:
 - Would the air in the city be dirtier than the air in the country? Why or why not?*
 - Do you think dirty air is good for you? Why or why not?*
 - What can people do to keep the air clean?*
 - Why is it bad to make the air dirty?*
- Have the retell the information that they learnt from reading the book. Discuss how the photos, captions, and labels helped them remember the information.
- Invite volunteers to choose one example of something making the air dirty and ask another question about it, for example, *What is the fire burning to make black smoke?* Have other members of the group answer the question.

Critical Thinking

- Have the students turn to page 16 and look at the photo. Discuss the photos with the students. Tell the students that their task is to say to find out how trees make the air clean.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students draw something making the air dirty. Have them write a sentence to go with their picture. Tell them to use the book to help with spelling. Assist those students who require extra help.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Draw a factory.

Label your picture with these labels –
factory black smoke white smoke

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Read and Draw

Cars make the air dirty.

Cows make lots of gas.

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