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# Air Around Us

## Summary

This book explores the attributes of air, how humans rely on air, and the effect air has on the world around us.

## Science Focus

### Matter

- Air is a substance that surrounds us, takes up space, and whose movement we feel as wind.

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## INTRODUCTION TO THE READING

### Vocabulary and Comprehension Mini-Lesson

**Differentiated Lessons:** Before you begin a mini-lesson, determine the students' levels of language proficiency (see page 4) and group students accordingly. For the activities, you will need the following materials:

- mini-lessons provided on the following pages
- *Air Around Us*
- *Air Around Us* photo card
- chart paper or a whiteboard



# Air Around Us

## INTRODUCTION TO THE READING Vocabulary and Comprehension Mini-Lesson

LEVEL: Beginning

**Content Vocabulary:** air, breathe, exhale, inhale, mask

### Vocabulary Application

- Show the *Air Around Us* photo card and ask, “What are these children doing? What do they have on their faces?” While pointing to the photo, say, “The children are swimming. They have *masks* on their faces.” Have students repeat the sentences. Write the word *mask* on chart paper or a whiteboard.
- Point to the photo again and say, “We breathe air. When you swim, can you breathe air underwater? When we breathe air in, we inhale.” Tell students to breathe air in with you. Now let the air out and say, “When we let air out, we exhale.” Demonstrate inhaling and exhaling by putting a hand in front of your face to feel the air. Tell students to do the same, repeating inhaling and exhaling several times. Describe how it feels to inhale and exhale.
- Write the words *breathe*, *air*, *inhale*, and *exhale* on the chart paper or whiteboard. As a class, read all the listed vocabulary words aloud.

### Comprehension—connecting photo to self

- Show the *Air Around Us* photo card and ask, “How many of you like to swim? Where do you swim? Have you ever blown bubbles in water (or milk)? What makes the bubbles? Are you inhaling or exhaling when you blow bubbles? What about when you blow up a balloon or blow out your candles? When you smell a rose?” Accept responses.

### READ-ALoud

After completing the INTRODUCTION TO THE READING activities, read *Air Around Us* aloud as students follow along with their individual readers.

# Air Around Us

## INTRODUCTION TO THE READING Vocabulary and Comprehension Mini-Lesson

**LEVEL: Intermediate**

**Content Vocabulary:** air, breathe, exhale, inhale, invisible, mask, snorkel

### Vocabulary Application

- Show the *Air Around Us* photo card and say, “Tell me about this picture. How are the children breathing?” Accept responses. Then ask questions related to air, such as “Can we see air? How do we know it’s there?”
- Say each vocabulary word as you write it on chart paper or a whiteboard. Tell students to describe and/or demonstrate each word. As a class, write simple definitions and give examples for the words. (Sample definitions are provided in the Glossary.)

### Comprehension—extending sentences using *where* and *when*

- Show the *Air Around Us* photo card and say, “We can add to our sentences by telling *where* and *when*. Try adding to this sentence using *where* or *when*.” Write the following sentence starter on chart paper or a whiteboard: “I like to go swimming, \_\_\_\_\_.” A student might answer, “when it is hot outside.” Continue this activity by adding sentence starters such as these on the chart paper or whiteboard:

I can’t breathe \_\_\_\_\_. (Possible answer: “when I’m underwater”)

The water is warm \_\_\_\_\_. (Possible answer: “where we live”)

I inhale \_\_\_\_\_. (Possible answer: “when I breathe in”)

I exhale \_\_\_\_\_. (Possible answer: “when I breathe out”)

## READ-ALoud

After completing the INTRODUCTION TO THE READING activities, read *Air Around Us* aloud as students follow along with their individual readers.

# Air Around Us

## INTRODUCTION TO THE READING Vocabulary and Comprehension Mini-Lesson

▶ LEVEL: Advanced

**Content Vocabulary:** breathe, exhale, inhale, invisible, mask, snorkel, wind

### Vocabulary Application

- Show the *Air Around Us* photo card and have students talk about what they see happening in the picture.
- List the vocabulary words on chart paper or a whiteboard. Tell students to describe and/or demonstrate each word.
- Have students think of sentences that contain the vocabulary words. Ask for volunteers to share their sentences. As students say them aloud, write them on the chart paper or whiteboard. Then have other students come up and circle the vocabulary words.

### Comprehension—understanding cause and effect

- Say, "Cause and effect tells us how one thing affects another. Listen to this sentence: 'The kids wear masks and snorkels so they can breathe underwater.' What do the kids wear? (*masks and snorkels*) What was the effect of wearing masks *and snorkels*? (*They could breathe underwater.*)"
- Have students write cause and effect sentences using the photos in *Air Around Us* as prompts. If students are having difficulty, give them prompts they can relate to, such as what happens when they forget their lunch money or homework.

### READ-ALoud

After completing the INTRODUCTION TO THE READING activities, read *Air Around Us* aloud as students follow along with their individual readers.



# Air Around Us

## GUIDED SESSION

Choose one of the teaching points based on your diagnosis of the class's needs. Activate background knowledge and set a purpose for reading during the discussion about the teaching point. The teaching point will determine the purpose of the reading. Here are descriptions of several teaching points for *Air Around Us*.

### Teaching Points

<b>Writing Craft</b>	using the exclamation-beginning technique, presenting information through contrast (antonyms), extending sentences using <i>where</i> and <i>when</i> phrases
<b>Text Feature</b>	understanding captions
<b>Comprehension Strategy</b>	identifying main ideas and examples, cross-checking text with photos
<b>Decoding and Phonics Feature</b>	scanning for the short <i>i</i> vowel sound

#### Writing Craft—using the exclamation-beginning technique

- Tell students to turn to page 2. Say, "Writers want their readers to get excited about the topics and main ideas of books. Sometimes they will 'hook' their readers by using the exclamation-beginning technique. This is what the author of *Air Around Us* does on page 2 with the exclamation, 'It's invisible!'"
- Ask students to recall movies they've seen or books they've read about things that are invisible. Then say, "Let's read to find out what's invisible."

#### Writing Craft—presenting information through contrast (antonyms)

- Introduce the idea of presenting information through the use of antonyms. Direct students to page 6. Have them follow along as you read the text aloud. Call their attention to the word *outside*. Ask, "What is the opposite of *outside*?" (*inside*)
- Continue this activity during the WRITING AFTER READING part of this lesson. As a class, read the text aloud. Ask students to point out words that contrast with each other, and/or ask them to think of antonyms for unfamiliar words.

#### Decoding and Phonics Feature—scanning for the short *i* vowel sound

- Write the word *live* on chart paper or a whiteboard. Have students say the word aloud, placing emphasis on the short vowel sound. Tell students to scan the book to find these (and perhaps other) words with short *i* vowel sounds before they begin reading. Students' answers should include the following: *it's, invisible, is, inhale, fills, live, it, wind, spins, pinwheel, windmill, lift, blimps, if, and thing*.

# Air Around Us

## GUIDED SESSION *(cont.)*

### Text Feature—understanding captions

- Direct your students to turn to page 16. Have a volunteer read the sentences aloud. Tell the class to look at the captioned photos. Say, “Though the author doesn’t mention in the text which tools we can use to see how air is moving, she shows us by captioning the two photos.” Encourage students to look for other photos that they think should be captioned.

### Comprehension Strategy—identifying main ideas and examples

- Ask students to turn to page 6. Read aloud the heading, “Air Moves Things.” Say, “This is the main idea of this section of the book. Let’s look for examples of things that air can move.” Have students scan the next few pages. Ask, “What does air move?” (*sailboats, seeds, pinwheels, windmills, balloons*).
- Create an organizer that shows the relationship between the main idea and the examples that support it. Use the following chart as a guide:

Main Idea: Air moves things.				
<b>Example #1</b> sailboats	<b>Example #2</b> seeds	<b>Example #3</b> pinwheels	<b>Example #4</b> windmills	<b>Example #5</b> balloons

## INDEPENDENT READING

- Observe student groups as they read *Air Around Us* independently. If students are struggling, provide just enough support with appropriate strategies or skills to help them continue reading independently. For students needing further reading practice and reinforcement, use the CD for an audio reading of the book. Students can follow along silently with the first reading of the story and then read aloud with the second reading.
- Address comprehension problems as they arise. Encourage students who are having comprehension problems to cross-check text with photos. For example, if a student is unable to identify the word *storm* on page 14, say, “Look at the picture on the page. Why are the trees being blown in one direction?” (*There is a storm.*) Then ask, “Is there a word that looks like *storm* here?”

## WRITING AFTER READING

**Strategy:** Use contrast to help readers understand the meaning of words.

**Target Skill:** Practice presenting information using contrast.

- Ask students to share some opposites they know. Write students’ responses on chart paper or a whiteboard. Students might share the following answers: *inhale/exhale, up/down, here/there, fast/slow*.
- Distribute the small photo cards so that each student has one card. Help students find opposites in their photo cards. For example, using the glacier picture, you could say, “The glacier is big. The boat is small.” Tell students to write sentences about the opposites they find in their photos.

# Air Around Us

## WHOLE-GROUP GUIDED WRITING

**Strategy:** Help readers visualize.

**Target Skill:** Practice extending sentences using *where* and *when* phrases.

- Model how to extend a sentence using *where* and *when* phrases. For example, you could say, “My cat sleeps **under my bed**” or “My parakeets like to chirp **all day long.**”
- Distribute the small photo cards (if you have not done so already) so that each student has one card. Encourage students to say something about the animals or people in their photos, making sure to include *where* or *when* phrases. Then, with your guidance, have students write the sentences they said about their photos. Use literacy centers or journals for further opportunities to practice this skill.

## SCIENCE CONNECTION

- Review the text and photos from *Air Around Us*. Focus on things that air can move. Use your discussion as a springboard to an investigation of things that can be moved by airflow.
- Have students form pairs. Then instruct the pairs to find items around the room they would like to use in an “Air Race.” (Note: Make available such materials as rulers, paper clips, rubber bands, and pen caps.) Have each pair create a “starting line” on a desk. Then have them take turns “racing” their objects by blowing on them. Tell students to record their results using page 15.

## ASSESSMENT AND STUDENT PAGE

- Use page 14 to assess students’ understanding of the information presented in *Air Around Us*. Distribute photocopies for students to complete. Evaluate students’ responses to determine progress.
- Use page 15 to reinforce the vocabulary in *Air Around Us*. Distribute photocopies for students to complete. Review answers as a class or independently.

Assessment	
<b>Air Around Us</b>	
Name: _____	Date: _____
Directions: Write about air. Follow the three steps below.	
Steps	
<ol style="list-style-type: none"> <li>1. List three things in the chart that air does.</li> <li>2. Write a journal entry that tells what you learned about air.</li> <li>3. Use the Editor's Checklist at the bottom of the page to make sure your journal entry is ready for readers.</li> </ol>	
Air can . . .	
<hr/> <hr/> <hr/>	
My Journal Entry	
<hr/> <hr/> <hr/>	
Editor's Checklist	
<input type="checkbox"/> I used information from the book.	
<input type="checkbox"/> I read my sentences aloud and put a period at the end of each one.	
<input type="checkbox"/> I started each sentence with a capital letter.	



# Air Around Us

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Write about air. Follow the three steps below.

- Steps**
1. List three things in the chart that air does.
  2. Write a journal entry that tells what you learned about air.
  3. Use the Editor’s Checklist at the bottom of the page to make sure your journal entry is ready for readers.

**Air can . . .**

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## My Journal Entry

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## Editor’s Checklist

- I used information from the book.
- I read my sentences aloud and put a period at the end of each one.
- I started each sentence with a capital letter.

# Air Around Us

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Record you results from the “Air Race” activity. Add the distance next to the objects.

Object	Distance It Traveled in Inches
<b>paper clip</b>	
<b>rubber band</b>	
<b>pen cap</b>	