

LESSON TITLE: *Clean Air March!*

GLE Text and Benchmarks:
(Includes Book and Follow Up Activity)

GLE # Mathematics

07	(PK-CM-M1) (M-2-E) Use words such as <i>day, week, month, schedule, morning, noon, night</i> .
13	(PK-CM-P1) (PK-CM-P2) (P-1-E) (P-3-E) Recognize and copy repeated patterns (e.g., concrete objects, songs, rhymes, and body movements).
13	(M-1-E) (M-2-E) (M-5-E) Use vocabulary such as: <i>yesterday, today, tomorrow, hours, weeks</i> , names of days, names of months; sequence events; and identify calendars and clocks as objects that measure time.

GLE # English Language Arts

06	(PK-LL-R4) (ELA-1-E4) Relate pictures to characters.
09	(PK-LL-S3) (PK-LL-R4) (ELA-1-E5) Answer simple questions about a story read aloud.
10	(PK-LL-L1) (PK-LL-S1) (ELA-1-E6) Share related life experiences after stories are read aloud.
19	(PK-LL-W2) (PK-LL-W4) (ELA-2-E6) Scribble, write or draw a picture of a life experience or response to a text read aloud.
29	(PK-LL-S1) (PK-SE-C1) (ELA-4-E7) Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time.
21	(ELA-2-E2) Use illustrations, developmental/inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience.
12e	(ELA-1-E4) Identify story elements, including problems and solutions.
45a	(ELA-4-E5) Give oral responses, including telling stories and personal experiences.
21c	(ELA-7-E4) Apply basic reasoning skills: connecting what is learned to real-life situations.

GLE # Science

29	(LS-E-A3) Describe basic functions of parts of the body (e.g., lungs, heart, bones, muscles).
58	(SE-E-A3) (SE-E-A5) Describe how humans have had negative and positive effects on organisms and their environments.

Grade Level: Pre-K/K/K-2

Delivery Mode: Classroom

Time Allotted: 20 minutes

of Participants: Class size; 10-30

Life Skill/General Health: Basic lung function and Importance of a smoke-free environment

Character Focus: Asserting oneself and Working as a team with others

Integrated Curriculum Concepts:

- Language Arts: Drawing and writing as a way of expressing thoughts & ideas

- Science: Recognizing that humans have an impact on the environment
- Social Studies: Developing social awareness and problem-solving skills and explain the role of community helpers
- Visual & Performing Arts: Using a variety of materials to express own ideas and creativity

Key Concepts:

- Importance of physical activity
- Making healthy food choices

What you Need for the Lesson:

- *Clean Air March!*
- Windy the Lungs Educational Tool
- Copies of “Clean Air” Sign activity sheets
- Companion Activity Book (*Optional*)

Learning Activity:

- Make your own “Clean Air” sign activity sheet
- Companion Book Activity p. 22 (*Optional*)

Getting Ready:

- Read and familiarize yourself with the book.
- Make multiple copies of the last page of the book. (One for each student)

Note to Helper:

- The more animated you make the story and the more genuine your reaction is to how “smart” the students are, the more engaged the students will be.
- Depending on group size, you may wish to have them gather around in a reading area as you read aloud and show illustrations.

Lesson Plan:

What you Say:	What you Do:	What Participants Do:
Today we are going to meet a new Organwise Guy character called Windy the Lungs. Windy is all about being fresh. She likes FRESH air to breathe and FRESH fruits and veggies to eat. Let’s get started. Listen closely, I may ask some questions about the book.	Hold up the Windy character to the class and then sit Windy next to you as you read the book (WITH ENTHUSIASM!). Have the students join in and do the cadence march each time it appears in the book. You sing the first line and they repeat it.	Sit quietly and listen until interactive parts of book. Respond and participate as told by the teacher reading.
What is the harmful smoke called that affects everyone who does not smoke but is in the same room as a smoker? (ANSWER: Secondhand Smoke)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
Has anyone ever had their picture taken for the newspaper before? If so, why were you in the newspaper?	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.

<p><i>Follow Up Activity:</i> <i>Make Your Own “Clean Air” Sign</i></p>	<p>Pass out the Make your own “Clean Air” Sign activity sheet for the students to complete. Follow the instructions on the sheet.</p>	<p>Should be actively involved in the activity.</p>
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Acknowledgements: A special thank you to Dekalb County Board of Health Tobacco Use Prevention Unit Coordinator, Kathleen Collomb, for her review and contribution to this book.

Optional Follow-up Activity (if using companion activity books):

- Use p. 22 in the Companion Activity Book