

IN THE AIR

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www.intheair.org

Connecting Activity #2

"Clean Up on
Gloomy-Doomy
A Matching Game"

K-3 EDUCATION MODULE



 MISSOURI
BOTANICAL
GARDEN

Correlation with Education Standards Summary

Connecting Activity #2 “Clean Up On Gloomy-Doomy A Matching Game”

For a narrative description of these standards please refer to the Teacher’s Guide.

National Standards

SOURCE: www.education-world.com/standards

NPH-H.K-4.1	NS.K-4.1 a, b
NPH-H.K-4.2	NS.K-4.4 a, b
NPH-H.K-4.3	NS.K-4.6 a, b, c
NPH-H.K-4.4	NSS-G.K-12.5 a, b, c
NPH-H.K-4.6	NSS-C.K-4.5 d
NL-ENG.K-12.4	

Missouri Show-Me Standards

SOURCE: www.dese.mo.gov/standards

Performance Standards:	Knowledge Standards:
GOAL 1: 6, 10	CA 6
GOAL 2: 6	HPE 5, 6
GOAL 3: 1	SC 8
GOAL 4: 1, 7	

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IN THE AIR

Connecting Activity #2

OVERVIEW

Some dirty air problems are too big for one person to solve, but each person can help by making clean air lifestyle choices. In this game, students match common activities with alternatives that cause less pollution.

“CLEAN UP ON GLOOMY-DOOMY” A MATCHING GAME

GOALS

- To identify sources of dirty air over which students have some measure of control
- To emphasize that many individuals making clean air choices will result in cleaner air for everyone
- To promote skills related to listening, following instructions, and interpreting the meaning of symbols in different contexts

Recommended Grade Level:
K-1
Preparation:
1. Make a copy of the matching cards. 2. Cut the cards apart.
Presentation Time:
Time: 20 minutes

OBJECTIVES

When the activity is completed, students will be able to do the following:

- Describe three ways in which the air gets dirty and tell what can be done to make it cleaner in each case.
- Explain how and why their cards match their partners' cards.

MATERIALS

The instructor will need:

- Copies of the cards cut apart, one card per student
- Box or bag to hold the cards

PROCEDURES

Instead of a group activity, this game may be played in pairs, or individually in a “Memory” game format.

Briefly review and discuss the basic information about dirty and clean air with students. (See Pre-Activity #1)

1. Photocopy sets of the match cards so that each student has one card of a pair. There are six pairs in one set.
2. Place an even number of match cards in a box or bag, half of them “dirty air cards,” and half of them “clean air cards.” Mix the cards together.
3. Tell students that there are two kinds of cards in the box. Some of the cards show

PROCEDURES (CONT.)



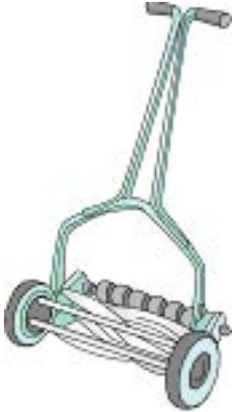



behaviors that make the air dirty, others show behaviors that keep the air clean.

4. Have each student draw one card out of the box.
5. Have students determine if they have a card with a picture of what makes the air dirty or what keeps the air clean.
6. Those who draw clean air cards move to one side of the room and those who draw dirty air cards move to the other side.
7. Explain that the object of the game is to match clean air cards with dirty air cards that show how to reduce that particular kind of air pollution. For instance, a fly swatter and a can of insect spray are a match because a fly swatter can kill a fly without putting something harmful in the air; a bicycle and a car are a match because a bicycle runs on human power while a car burns gas that puts smoke in the air.
8. Allow students to examine their cards to decide what sort of a match they will be looking for. Then have the two groups mingle and make the matches. The number of students in your class will determine how many duplicate pairs of cards there are in the activity. Let them know that there will be more than one like pair in the group.
9. When two students believe they have made a match, they come to the teacher to see if they are correct. If so, they may sit down together; if not, they go back into the group and try again.

CONCLUSION

When all the matches have been made correctly, each pair describes to the class what is on their partners' card and how the two pictures connect in keeping the air clean.

A MATCHING GAME...

<p>OFF</p> 	<p>ON</p> 
	
	

A MATCHING GAME (CONT.)

