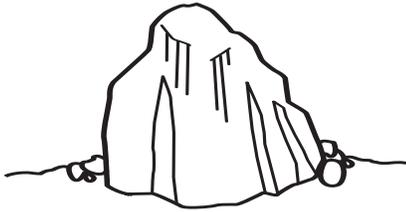


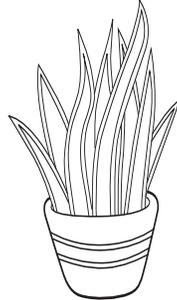


Activity 1: Who Needs Air?

Directions: Circle the pictures of those things that need air to live.



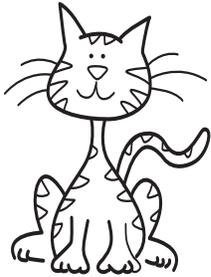
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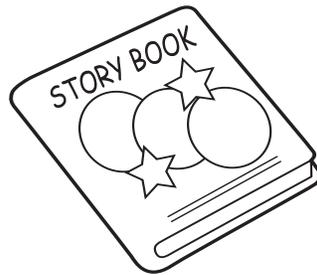
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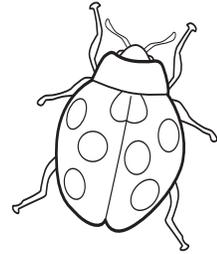
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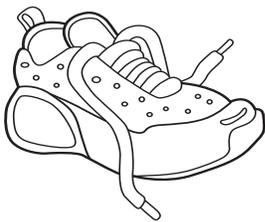
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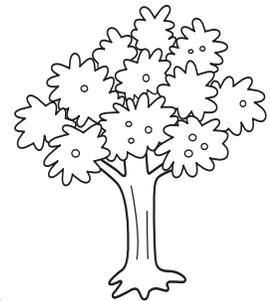
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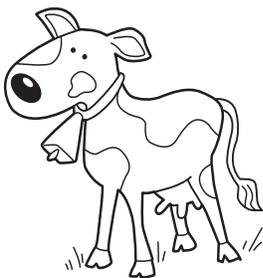
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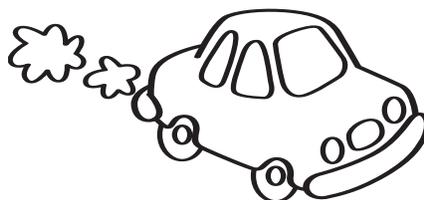
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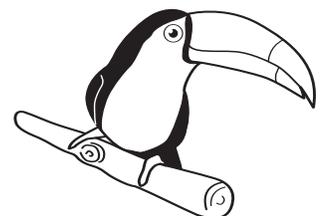
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Activity 2: Pollution in the Valley

Sparkle the Sun  and Windy the Breeze  loved the San Joaquin Valley. Sparkle's warm sun rays and Windy's cool breezes helped grow the grapes,  oranges,  almonds, and cotton  so important in the Valley.

But some days,  and  could barely see the Valley floor where the crops grew because the air was so brown and dirty. And the people who usually smiled at them would  cough and sneeze and  rub their watery eyes and sometimes have trouble breathing.

“What’s making the air so dirty?”  asked.

“Look down in the Valley,”  answered.

When they looked down, they saw smoke and gases coming out of the tailpipes of many many  cars and  trucks, coming out of smokestacks and chimneys on  houses and factories, coming from  lawn mowers and leaf-blowers powered by gasoline, and coming from  barbeques and wood stoves.

“The air is being polluted,”  said.
“The smoke and gases are making smog.”

“And smog hurts the people, the  plants, and the animals in the Valley,”  said.
“So let’s get rid of it.”

 puffed up and blew and blew, but the smog didn’t go away. The Valley is shaped like a big  pot with mountains all around the sides. The pollution was trapped in the Valley by the mountains.

“I’ll just burn it away,”  said. But as he shined brighter and brighter and got hotter and hotter, the smog got worse!

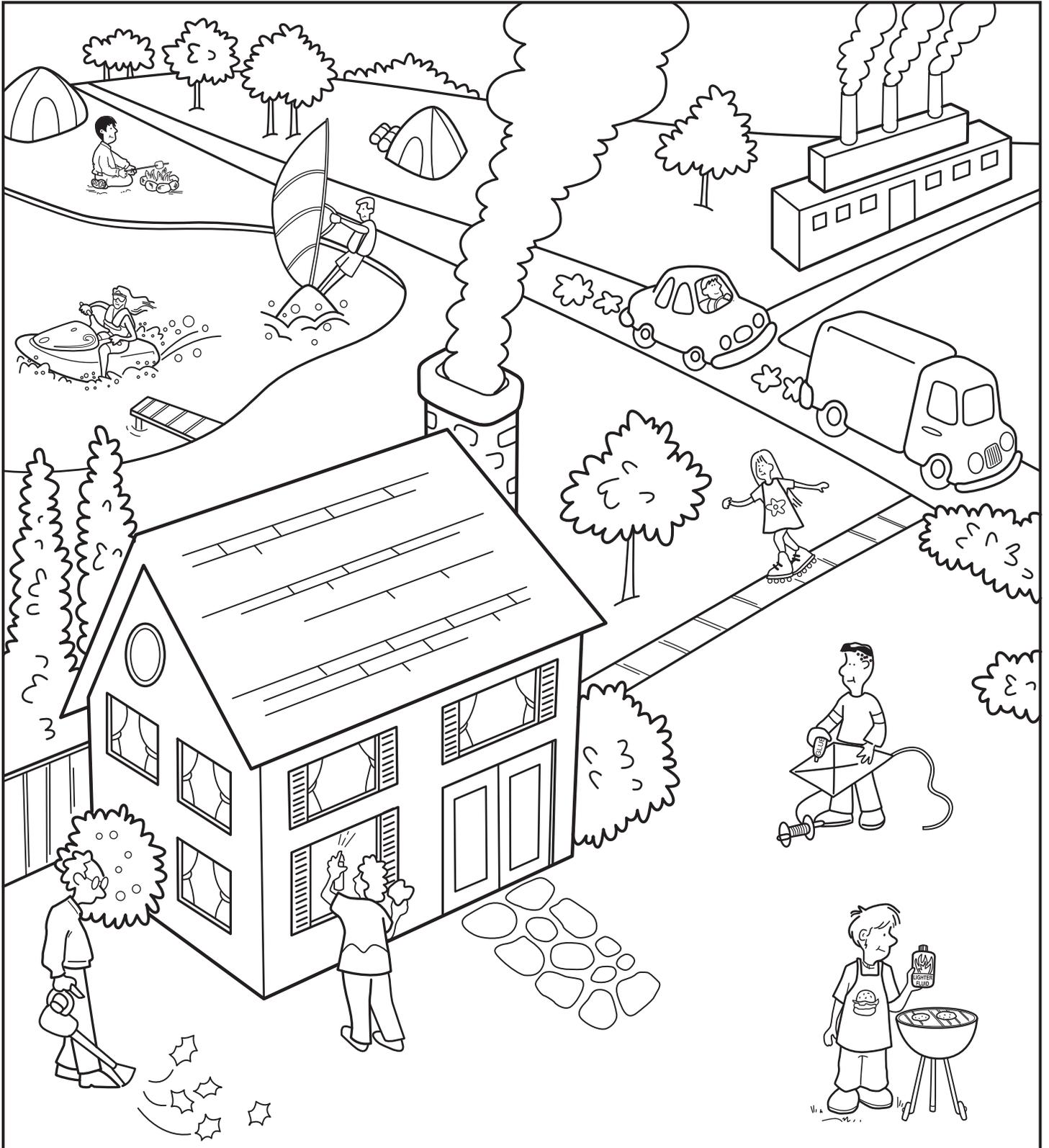
“Well,” said , “we can’t blow the dirty air away or burn it away.”

“So,” replied , “we’ve just got to keep the air from getting dirty in the first place.”



Activity 3: What Pollutes the Air?

Directions: Circle the sources of pollution you see in the picture.



Activity 4: Spare the Air

Sparkle the Sun  and Windy the Breeze  discovered that they couldn't blow or burn away the unhealthy smog in the Valley, so they knew it was important to try to keep the pollutants from getting into the air. But how?

As they looked down into the Valley one morning, they saw the roads crowded with  cars and trucks, and their tailpipes were spitting pollution into the air. When they looked closer, they saw that most  cars had only one person inside.

 had an idea. "What if people shared rides—carpooled," he said. Then there would be fewer  cars on the roads."

"Good idea!"  responded. "And what if sometimes they didn't use their  cars at all? Instead, they could walk or  bike or  skate to get where they need to go."

"Good idea!"  said. "They could use 'people power'!"

As  and  continued to look around the Valley, they found more ways to reduce pollution by using people power.

"Look," said , pointing to people working in their yards. "Like cars, many leaf blowers and lawn mowers run on gasoline, which pollutes the air. But  rakes and  brooms and  push mowers are people powered, which means no air pollution."

"And what about spray bottles,"  suggested. "People can use their own power to pump the spray instead of using  aerosol sprays, which usually contain a polluting gas."

"Good idea!"  said. "People can try to keep as many harmful chemicals as possible out of the air—such as chemicals in some  paints, glue, and cleaners, as well as in  charcoal lighter fluid that is used in  barbeques."

"And to keep smoke and soot and ashes out of the air,"  continued, "people could burn wood  less often in their  fireplaces and stoves."

"All these activities,"  said, "will SPARE THE AIR—that is, keep it from getting dirty and keep people healthier."

"And everyone,"  said, "can help spare the air every day."

"Good idea!"  said.



Activity 5: Who Sparing the Air?

Directions: Circle the kids who are doing activities to Spare the Air.

1



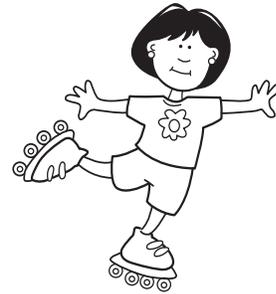
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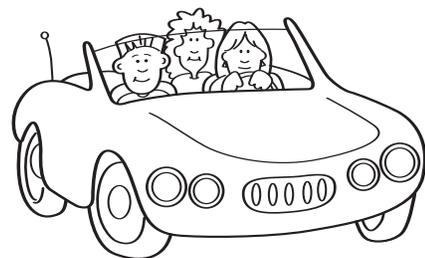
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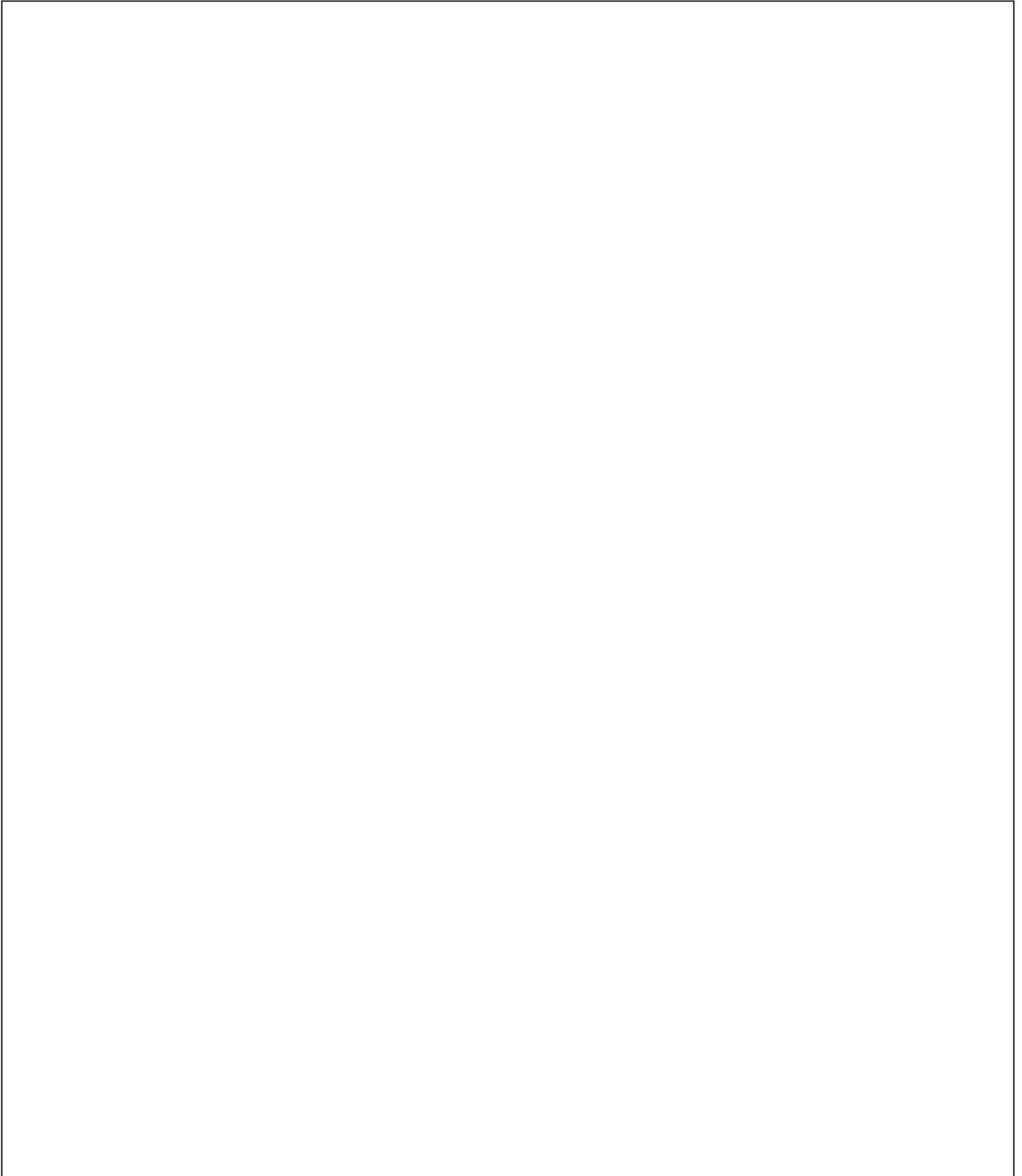


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Activity 6: How Can I Spare the Air?

Directions: Turn the page sideways and draw a picture of something you can do to Spare the Air. Write a sentence about your picture.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture and write a sentence about it.



Activity 7: Word Scramble

Directions: Unscramble the words below to fill in the blanks in each sentence.

klaw _____

lecan _____

iar _____

mupp _____

odow _____

loropac _____

msgo _____

1 Sparkle and Windy want you to
Spare the _____.

2 Another word for air pollution is
_____.

3 You prevent air pollution when you
_____ instead of drive a car.

4 Pollution goes into the air when we
burn _____.

5 When possible, use a _____
spray instead of an aerosol spray.

6 People can _____ to work
and school to reduce pollution.

7 Everyone can help keep the air
_____.

Activity 8: Secret Message

Directions: Using the key, decode the secret message and write it at the bottom of the page.

Key

A E I O U
☹ ☀ ♦ ♥ ★

Code

♦T'S ★P T♥
☹LL ♥F ★S T♥
SP☹R☀ TH☀ ☹♦R
☀V☀RY D☹Y!



Activity 9: Word Search

Directions: Find the following pollution solutions in the puzzle below.

carpool
walk

push mower
broom

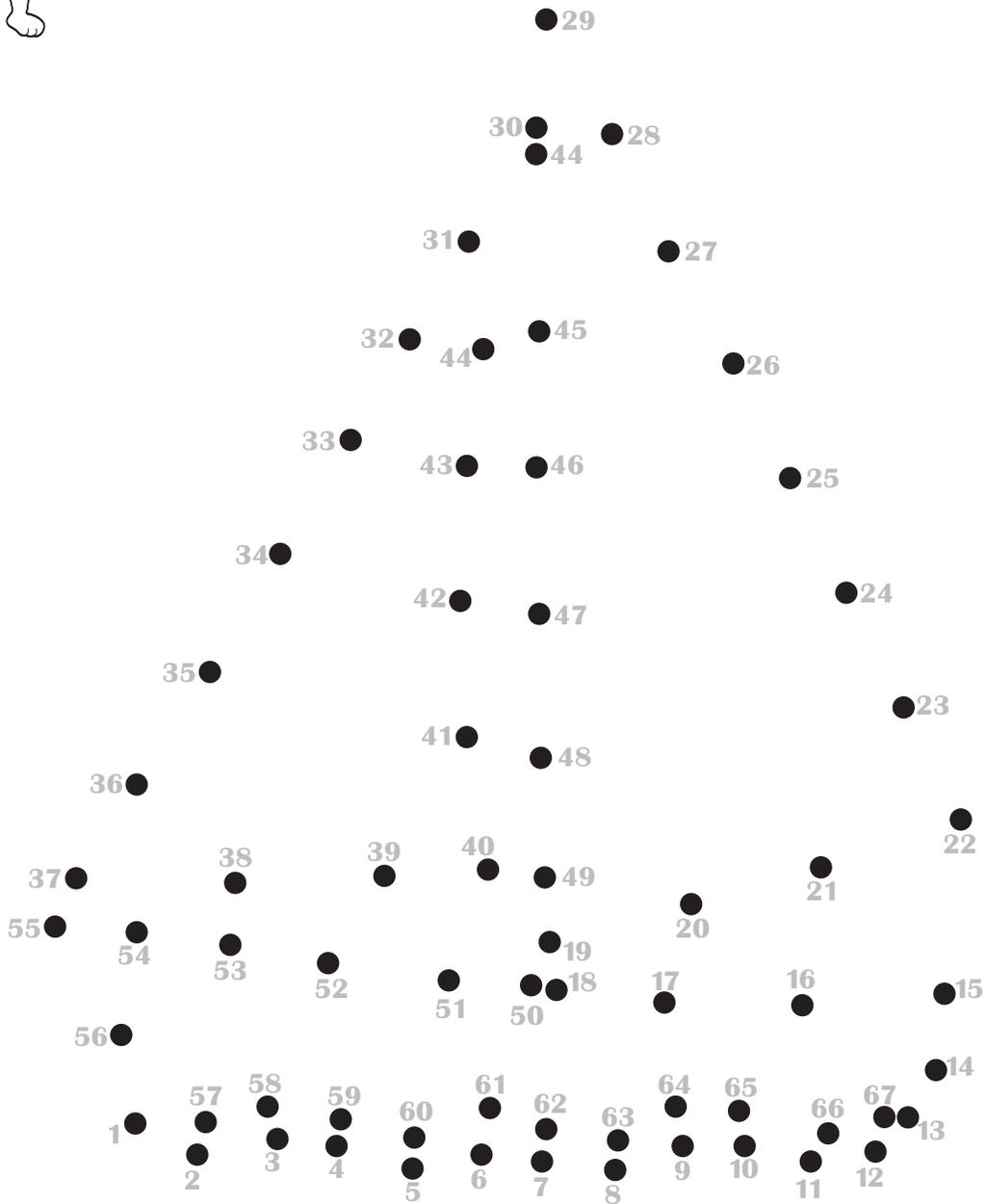
pump spray
bicycle

A	T	B	I	L	M	P	R	W	T	U
E	I	S	M	B	I	J	S	B	B	P
U	R	O	P	S	M	W	F	I	V	Q
L	B	P	F	R	D	A	C	C	N	M
C	A	R	P	O	O	L	P	Y	F	D
I	U	G	O	T	P	K	B	C	T	G
J	H	V	M	O	U	A	C	L	W	O
K	P	U	S	H	M	O	W	E	R	I
L	B	P	F	R	M	A	C	I	N	M
U	P	U	M	P	S	P	R	A	Y	Q



Activity 10: Connect the Dots

Directions: Connect the dots and then fill in the blanks in the sentences.



1 The picture shows a _____.

2 It is powered by _____.

3 It does not _____ the air.