

Strand: Energy

Purpose for Reading: To find out that energy generates speed in a variety of ways.

Comprehension Strategies: Making inferences, recognizing text structures.

Vocabulary

Dictionary Words: cheetah, horse, race car, runner, shuttle, train

Vocabulary Words: hooves, legs, rockets, shoes, tracks, wheels

High-Frequency Words: can, go, I, said, the

Before Reading

- Invite the students to talk about things that move fast. List their suggestions on the board. Have them suggest which thing moves fastest. Ask what makes them think that.
- Read the title and ask the students the name of the fast animal on the cover of the book.
- Turn to the title page. Have the students name this object. Ask them if they think that the race car can go faster than a cheetah. Have them say why or why not.
- Tell the students that they are going to read a factual book on things that move fast. The book will give them information. It is not a story book. Explain that they will get the information from the words and the photos.

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Have them look at each photo and see if they can name the things that go fast. Read the labels

Theme: Movement

together. Invite the students to speculate on which will go the fastest.

Take a Photo Walk

- Pages 4–5: Ask the students to look at the photo. Have them say what helps this person move fast. Read the label together. Ask the students if they think the runner would be able to run as fast if she had bare feet or boots.
- Pages 6–7: Discuss the speed of the horse. *Can a horse move faster than the runner? Would the horse be able to move this fast if it was not in a field?* Read the label together.
- Pages 8–9: Explain to the students that the cheetah is the fastest land animal. It can run faster than a horse. Ask the students to read the label. Explain how the cheetah's powerful legs help it run fast.
- Pages 10–11: Have the students suggest what helps the race car go fast. *Would it be able to go as fast if it had smaller wheels?*
- Pages 12–13: Ask the students to comment on the speed of the train. *Is it faster or slower than a race car? Would the race car be able to go faster on tracks?* Read the label together.
- Pages 14–15: Discuss with the students what makes a shuttle go fast. Read the label together.

Read the Book

- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the

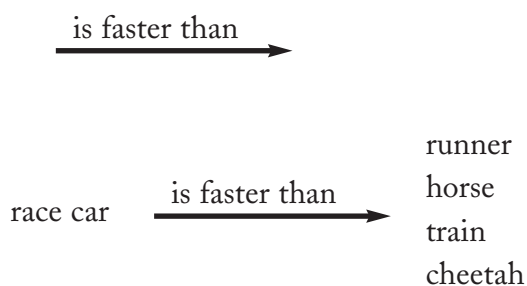
dictionary words as they read them independently.

- Turn to pages 4–5. Read the page with the students. Remind them to point as they read. Remind them where to start reading the second line.
- Ask the students to continue reading the book independently. Remind them to think about the information in the words and in the photos as they read. Provide support where necessary.

After Reading

Comprehension

- Have the students recall the things in the book and what helps them move fast. Return to each photo and discuss other things that would help these things move fast. Lead the discussion with questions, such as *What gives the runner energy? Do runners need to eat special food to help them run fast? Do horses and cheetahs need special food to help them run fast? What makes a race car go? Would the car go without fuel? Can trains and shuttles go without fuel?*
- Discuss the relative speeds of each of the things mentioned. Make a chart to record this information.



Vocabulary and Word Recognition

- Have the students find the high-frequency word *go* on each page. Have the students write *go* over and

over until they can write it fluently. Add *go* to a high-frequency word chart or word wall.

- Make a web of all the other animals the students know that can move faster than they can.

Oral Language

- Have the students choose a photo from the book and tell a partner everything they can see in the photo.

Writing

- Have the students draw a picture of themselves running fast. Have them write a sentence to go with their picture. Ask them to use the word *go* in their sentence.

Creative Extension Activities

- Visit the library for books about race cars, shuttles, trains, horses, cheetahs, and runners. Display the books as part of a thematic learning center in the classroom. Invite the students to talk about the information in the illustrations.
- Make another *What Moves Fast?* book. Have the students draw the pictures and supply the text for the teacher to write.
- Paint a picture that has a lot of fast-moving animals in it.

Independent Follow-Up Activities

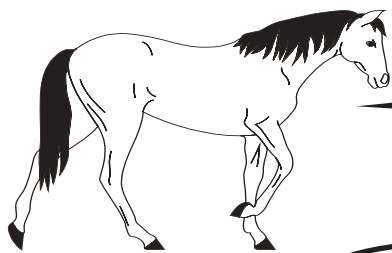
- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Read the sentences.

Draw a line to the correct picture.

Read the sentences again.



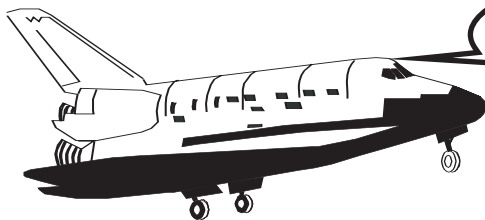
I can go fast

said the race car.



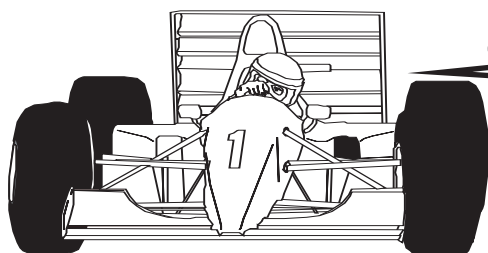
I can go fast

said the shuttle.



I can go fast

said the horse.



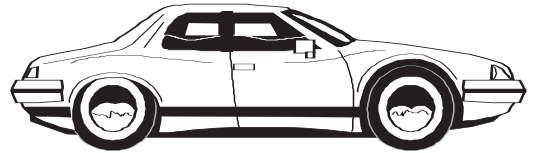
I can go fast

said the runner.

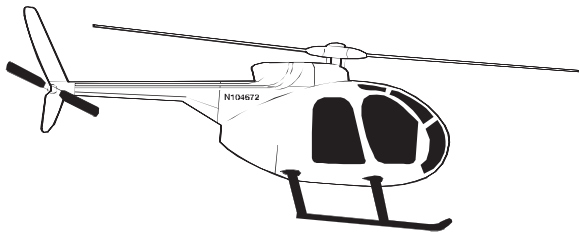
Name: _____

Color the pictures.

Write the missing words.



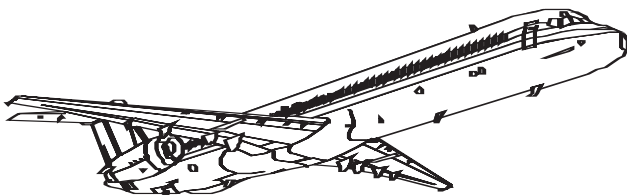
A car _____ go fast.



A helicopter can _____ fast.



A truck can _____ fast.



A plane _____ go fast.