

### Strand: Energy

### Theme: Kinetic Energy

**Purpose for Reading:** To develop an understanding of different ways of making things go.

**Comprehension Strategies:** Predicting, identifying cause and effect, applying knowledge.

#### Vocabulary

*Dictionary Words:* calculator, car, hot-air balloon, train, washing machine, windsurfer

*Vocabulary Words:* agitator, basket, board, flames, gas tank, handrail, keypad, platform, power cord, pump, sail, solar panel

*High-Frequency Words:* a, at, do, go, in, is, it, know, look, make, this, up, what, you

#### Before Reading

- Ask the students what is in the photo on the cover. *What makes it go?*
- Read the title and have the students predict what other things might be in the book and what makes them go.
- Read the title page together and ask the students what they think this is and what makes it go.

#### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read and discuss the labels. Ask the students to predict what makes each thing go. Make a list of their suggestions.

#### Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and say what the person in the photo is

doing. Ask them what the effect will be of adding gas to a car.

- Pages 6–7: Invite the students to describe what they see in this photo. Read and discuss the labels. Have them make the action that they think the agitator makes.
- Pages 8–9: Have the students recap their suggestions for this photo from the cover. Were they right about what makes it go?
- Pages 10–11: Have the students recap their suggestions about this photo from the title page. Read and discuss the labels. Have the students make predictions about how the position of the sail might affect the speed of the windsurfer.
- Pages 12–13: Ask the students to describe what they see in this photo. *What controls the balloon? What makes it go?* Read and discuss the labels.
- Pages 14–15: Ask the students to discuss the train in the photo. Ask them if they know what makes this train go. Do they know what the train is called?

#### Read the Book

- Ask the students to return to and read the title.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Ask the students to begin reading this page independently. Remind them to point as they read and check the words they say.
- Ask the students to continue reading the book independently. Provide support where necessary.

## After Reading

### Comprehension

- Invite the students to return to the book and talk about their predictions. Were they correct?
- Ask the students to comment on the effect of adding something to make things go. Prompt them with questions, such as *What would happen to the windsurfer if there was only a little wind? What would happen if there was very strong wind?*
- Talk to the students about other things in their home and what makes them go. Use questions such as *Who can tell me what makes a television go? What other thing could be used to make it go?*

### Vocabulary and Word Recognition

- Have the students find the high-frequency word *make* in the text. Ask the students to make the word *make* using magnetic letters. Have them make and break it several times. Ask them to say the word *make* aloud each time they make the word. Add *make* to a high-frequency word chart or word wall.
- Ask the students to find *makes* in the book. Talk about the word ending *-s*. What other ending could go on *make*? Remember to discuss dropping the *e* for *making*. Write the new *make* words on the board.

### Oral Language

- Have the students work in pairs, using the books. One student asks questions from the picture dictionary and the other finds the answers in the book, e.g. *What made the train on page 15 go?*

### Writing

- Have the students write the new *make* words in two sentences.

### Creative Extension Activities

- Have the students draw an object and write labels to show what makes it go.
- Make a large cause-and-effect chart showing what happens to objects when something is added. For example, have someone draw a windsurfer with wind blowing into the sails.

### Independent Follow-Up Activities

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

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

1. Circle the correct words.

car

gas tank

pump

keypad

calculator

solar panel

pump

keypad

hot-air balloon

flames

sail

basket

train

solar panel

handrail

platform

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

Read the sentences.

Draw a picture of the things that are underlined.

Do you know what this is?

Do you know what makes it go?

It is a calculator.

The sun makes it go.

It has a solar panel and a keypad.

