

### Strand: Energy

### Theme: Stored Energy

**Purpose for Reading:** To develop an understanding of things that have batteries to make them go.

**Comprehension Strategies:** Applying knowledge, classifying and categorizing, extracting information.

#### Vocabulary

*Dictionary Words:* clock, electric toothbrush, flashlight, phone, radio, video game

*Vocabulary Words:* antenna, bristles, buttons, case, headphones, hour hand, keys, light, minute hand, screen, speaker, switch

*High-Frequency Words:* a, can, go, has, in, is, it, makes, play, on, see, the, this, too, with, you, your

#### Before Reading

- Ask the students to suggest things they know that need a battery to go. Make a list of these.
- Read the title and have the students talk about the cover photo. *What is it? What happens if the battery runs out?*
- Read and discuss the title page together.

#### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read and discuss the labels. Ask the students if all these things would use the same battery. *Why or why not?*

#### Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and discuss the photo. Read the labels and discuss what the job of each hand is.

- Pages 6–7: Ask the students if they have seen or used an electric toothbrush. Ask them to share their experiences. How would they know when the battery starts to run down?

- Pages 8–9: Ask the students to discuss this photo. Read and discuss the labels. Ask the students why it is good for a game like this to be run by batteries.

- Pages 10–11: Ask the students to look at and discuss this photo. *Where are the batteries kept? Why would they be there?*

- Pages 12–13: Ask the students to look at this photo and describe what they see. Read and discuss the labels. *What is an antenna?*

- Pages 14–15: Ask the students to look at this photo. *Where are the batteries kept in a phone? What sort of batteries might it use?*

#### Read the Book

- Ask the students to return to the title and read it independently.
- Turn to pages 2–3. Have the students read the dictionary words.
- Turn to pages 4–5. Ask the students to read this page independently. Remind them to use their eyes instead of pointing, but to point if they get lost or need to 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 the different things that are powered by batteries. Ask them to share their knowledge of different types of batteries. Prompt the students with questions, such as *Does anyone know what a rechargeable battery is? What sorts of things are mostly powered by these sorts of batteries?*

- Talk to the students about how they know when the batteries in things are beginning to run out.

### **Vocabulary and Word Recognition**

- Have the students find the high-frequency word *play* in the text. Ask the students to make the word *play* using magnetic letters. Have them make and break it several times, each time saying it aloud. Add *play* to a high-frequency word chart or word wall.

### **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; for example, *Which object in the book has hands?*

### **Writing**

- Have the students make a list of things in their home that need batteries to run.

### **Creative Extension Activities**

- Have the students make a chart showing things that need batteries to run and things that don't. Use pictures cut out of magazines to illustrate the chart.
- Have the students choose one thing that needs batteries to run and draw a large picture of it.

### **Independent Follow-Up Activities**

- Reread the book to improve fluency.

- Complete the activities on page 16.
- Complete the photocopiable activities.

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

Choose one thing in the book you would like to use. Draw it.



Complete the sentence:

I would like to use a \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_.

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

Pick the three things that have a battery from the list below and write them down.

chair radio jeans airplane phone clock

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Draw and label two battery-operated items.

