

Who Can Save Power?



Level: B5 Word Count: 48

Little Books of Answers

B5 Who Can Save Power?

Curriculum Connection	Environmental Issues
Content Vocabulary	bike, book, clothes, dark, glove, granddad, light, pedal, power, read, ride, room, save, scarf, school, sleep, walk
Visual Literacy Element	table
Critical Thinking	make inferences from a photo
Comprehension Strategy	applying knowledge
High-Frequency Words	a, can, on, put, with, you, your

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss what power is. Explain to the students that power is energy and it comes in many different forms. Provide practical demonstrations, for example, turn the light on. Explain that you use electrical energy when you have a light on. Discuss what students do when they are cold. Do they put on more clothes? Do they turn on the heat? When it is too hot, do they turn on air conditioning? Explain that providing heat and cool air both use energy or power.

- Give each student a copy of the book *Who Can Save Power?* and read the title to them.
- Set the purpose for reading by telling the students that the title of the book is a question. The word that starts this question is, *Who*. It's the same word that started the title of the book, *Who Is This?* Tell the students that they are going to read the book to find out the answer to the question. As they read they will find out ways that they can help save power.
- Discuss the cover photo. Ask questions such as – *What is this girl doing to save power? What could she do other than put on lots of clothes? Would this be saving or using power?*
- Have the students turn to the title page. Ask questions such as – *What is happening in this photo? What are these boys doing that is saving power?*

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos and read the labels to the students. Discuss the concept of power that underpins each label.
- Tell the students that the Vital Vocabulary words are in the book and will help them as they read. Point to the page numbers and tell them that these are the pages where they will find the information.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Read the labels to the students and invite the students to read them with you. Discuss how the labels tell you more about saving power.
- To extend understanding and vocabulary say things such as, *Some schools have what they call a walking bus. The students all walk to school. One parent walks in front of them and another parent walks behind them. Some families all have bikes. They go out on their bikes instead of going out in the car.*
- Discuss the table on pages 14/15. Read the table to the students. Explain that it shows them a different way of presenting information.

Read the Book

- Invite the students to read the title on the cover and title page again with you. Encourage them to point to the words as they read them.
- Read the Vital Vocabulary again with the students.
- Read the first page to the students to help them with the sentence pattern.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read.
- Move around the group listening and helping individual students as necessary.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
What can you do other than watch TV?
How can you save power when it's cold?
How can you save power at night?
What can you do other than taking the bus to school?
- Check inferential comprehension by asking these questions:
What other clothes could you put on to keep warm?
Which of these things does your family already do to save power?
Which one of the things in the book would be hard to do? Why?
Which would be an easy way to save power? Why?
- Discuss with the students how they can apply the knowledge that they learned from reading this book. Ask questions such as, *What things do you think that you could go away today and do to save power? What are some other things that you could do after school to save power other than reading a book instead of watching TV?*
- Invite volunteers to use the word, *how* to start a question about saving power, for example, *How else can I help save power?* Have other members of the group answer the question.

Critical Thinking

- Have the students turn to page 16 and look at each photo. Discuss the photos with the students. Tell the students that their task is to say all the things that the people who live here could do to save power. Remind them that turning out all the lights may make a place unsafe.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students draw themselves saving power. Dictate or write a sentence to go with their picture.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Name: _____



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Circle the name of the way
to save power.

read a book ride a bike walk to school
sleep with light off put on more clothes



Complete the sentence.

You can _____

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Who Can Save Power?

Level: B5

Name:



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Read and Draw

You can save power.
You can ride your bike.

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