

Focus Question:

What are batteries, and why are they important?

Book Summary

Text Type: Nonfiction/Informational

Batteries can power so many things! In *Battery Power!* students will learn how batteries work and what they can power. Detailed photographs, high-frequency words, and simple sentences support beginning readers. Students will also have the opportunity to connect to prior knowledge as well as to identify the main idea and details in order to better understand the text.



Lesson Essentials

Instructional Focus

- ☐ Connect to prior knowledge to understand text
- ☐ Identify the main idea and details in a text
- ☐ Describe information provided by labels
- ☐ Segment phonemes
- ☐ Identify initial consonant *Bb*
- ☐ Recognize and use verbs
- ☐ Identify and use the high-frequency word *they*

Materials

- ☐ Book: *Battery Power!* (copy for each student)
- ☐ Main idea and details, initial consonant *Bb*, verbs worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *can*, *many*, *they*
- **Words to Know**
Story critical: *batteries* (n.), *charged* (v.), *chemicals* (n.), *electricity* (n.), *energy* (n.), *power* (v.)
- **Academic vocabulary:** *energy* (n.), *release* (v.), *use* (v.)

Guiding the Reading

Before Reading

Build Background

- Write the word *battery* on the board and ask students to raise their hand if they have any toys that use batteries. Invite students to share which of their toys use batteries. Explain to students that there are other objects around them that may also use batteries. Have students work with a partner to discuss other objects that use batteries. Invite students to share their answers and write them on the board.
- Explain to students that batteries can power items we use every day. Have students draw a picture of an object they use every day that uses batteries.

Introduce the Book

- Give students their copy of *Battery Power!* Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy:

Connect to prior knowledge

Explain to students that engaged readers connect information they already know to new information in a book. This is called *connecting to prior knowledge*. Remind students that when they connect to prior knowledge, it can help them better understand what they read. Have students look through the pictures in the book with a partner and discuss any connections they make. Invite volunteers to share their connections with the class.

Introduce the Comprehension Skill:

Main idea and details

- Explain to students that every story has a big idea, or *main idea*, that the story is about. The *details* are extra information that help support the main idea. Point to the title and explain that the title of the story can often lead students to the main idea.

Guiding the Reading (cont.)

- Have students work with a partner to predict the main idea by reading the title and looking at the pictures throughout the book. Invite volunteers to share their predictions with the class.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about what batteries power and why they are important. Write the Focus Question on the board. Invite students to look for evidence in the story to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the story.

- *What is the name of the energy that batteries store and release?* (level 1) page 3
- *What are at least three objects that are powered by batteries?* (level 2) multiple pages
- *What are the different sizes of batteries?* (level 2) pages 7 and 8
- *What is the center of a battery called?* (level 1) page 9
- *What happens when the chemicals in batteries stop releasing energy?* (level 2) pages 9 and 10
- *What items or devices use rechargeable batteries?* (level 3) page 11

Text Features: Labels

Explain that *labels* can help students understand a picture by pointing out specific parts of the picture. Have students turn to page 9 and point out the picture and the labels. Explain that the labels help teach students the different parts of the battery. Have students point to the *center rod* and read the label together. Continue pointing to the labels *metal case* and *chemicals* as a group. Have students review

the book and find other pictures that would benefit from using labels. Invite volunteers to share their answers with the class.

Skill Review

- Model for students how to connect prior knowledge while reading the book.
Think-aloud: This story is all about why batteries are important and what they power. I know that I use batteries every day, such as in my computer, my car, my phone, and my television remote. I also know that batteries turn on these every day objects. Making this connection to my prior knowledge may help me to better understand the information in the story about batteries. Also, by reading the title and looking at the pictures, I think the story may tell me what other objects batteries can power and how batteries work.
- Have students pause periodically while reading to connect to prior knowledge. Then invite students to share the connections they made by looking at the cover and pictures.
- Model identifying details that support the main idea of the story. Guide the class to a consensus that the main idea of the story is *batteries are important and can power many objects* and write this main idea on the board. Remind students that every story has details that support the main idea. Have students turn to page 5 and discuss how the phone and toy are details that support the main idea.
- Draw a circle around the main idea on the board. Outside the circle, write the word *phone*. Then discuss other details that support the main idea and continue writing them around the circle. Remind students which part of the web is the main idea and which parts are the details.
- Model and discuss how to complete the [main-idea-and-details worksheet](#), using evidence from the text. Have students discuss the details they noted with a partner.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Main idea and details

Review the main-idea-and-details worksheet that students completed with a partner. Have students share their work with the class. List students’ details on the board. Remind students that identifying the main idea and details in a story will help them better remember and understand the information from the text.

Guiding the Reading (cont.)

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary but should include that batteries create energy and can power many objects.)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness: Phonemes

- Say the word *light* and stretch the sounds in the word. Explain to students that there are three sounds and say *light* again slowly emphasizing the sounds (/l/ /i/ /t/). Explain that the sounds in the words are called *phonemes*. Hold up one finger for each sound so students can visualize the number of phonemes in the word. Repeat with the word *small*.
- Continue to segment phonemes as a group. Have students hold up their fingers as they segment and count the phonemes. As a class, segment the word: *power, can, car, phone, big, dead*.
- **Check for understanding:** Say the following words aloud one at a time: *energy, case, rod, metal*. Have students independently count the phonemes and then hold up their fingers with the correct number.

Phonics: Initial consonant Bb

- Write the words *battery* and *big* on the board and read the words aloud with students. Underline the initial *Bb* in each word and ask students to identify the beginning sound of the words. Have students say the /b/ sound aloud. Explain that the beginning sound is called the *initial sound* and both words have the initial consonant /b/ sound.
- Say the following words aloud: *bin, green, brown, blue, bat, hot, down*. Have students raise their hand when they hear a word that begins with initial consonant *Bb*.
- **Check for understanding:** Have students write the letter *Bb* on their paper five times in one column. Say the words *bug, bad, bid, bus, and bag* aloud, one at a time. Have students fill in the words next to the letter *Bb*. Have them phonetically spell each word as you read it aloud and pause after each word to read it aloud as a class. Remind students that each word has the initial consonant *Bb*.

- **Independent practice:** Introduce, explain, and have students complete the **initial consonant Bb worksheet**. If time allows, discuss their answers.

Grammar and Mechanics: Verbs

- Write the word *jump* on the board and read it aloud with students. Ask students to stand up and demonstrate jumping. Explain to students that *jump* is a *verb* and *verbs* are *words that describe actions*. Write the word *clap* and ask students to demonstrate clapping. Remind students that the word *clap* is a verb because it also describes an action.
- Have students turn to page 3 and find the word *release*. Explain to students that the word *release* is a verb. Point out that *release* is the action word and means *allowing something to move or flow freely*. Have students find the word *power* on the same page and point to it. Remind students that *power* is an action word; therefore, it is also a verb.
- Continue to find the verbs throughout the book as a class. Periodically stop and explain the definitions of each verb if necessary.
- **Check for understanding:** Have students work with a partner to produce at least two verbs they can demonstrate. Invite volunteers to demonstrate their verbs to the class.
- **Independent practice:** Introduce, explain, and have students complete the **verbs worksheet**. If time allows, discuss their answers.

Word Work: High-frequency word they

- Write the word *they* on the board and read it aloud with students. Explain to students this is a word they will often see in books and will need to memorize it.
- Spell *they* aloud while students write each letter on the table with their finger. Next, challenge students to write the word on the table without prompting. Then spell the word *they* aloud again and have students write the word in the air with their finger.
- Hand each student a card with the word *they* written on it. Have students draw a line between each letter and cut out the letters. Encourage students to practice spelling the word by mixing up the letters and putting them together again to spell *they*.
- **Check for understanding:** Have students work with a partner to orally produce a sentence using the word *they*. Invite volunteers to share their sentence with the class.

Connections

- See the back of the book for cross-curricular extension ideas.