



### About the Book

Text Type: Fiction/Personal Narrative    Page Count: 10    Word Count: 102

### Book Summary

How can we use less energy? Students will learn about items that use energy and alternatives that use less energy. This text provides students with the opportunity to ask and answer questions as well as classify information. Detailed, supportive illustrations and repetitive phrases support early readers.

### About the Lesson

#### Targeted Reading Strategy

- Ask and answer questions

#### Objectives

- Use the reading strategy of asking and answering questions to understand text
- Classify information
- Segment onset and rime
- Identify short /a/ vowel
- Recognize and use verbs
- Recognize and use question words

#### Materials

**Green text** indicates resources available on the website

- Book—*Using Less Energy* (copy for each student)
- Chalkboard or dry erase board
- **Classify information, short /a/ vowel, verbs worksheets**
- **Discussion cards**



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

- **High-frequency words:** *can, how, many, use*
- **Content words:** *air conditioner, dishwasher, dryer, energy, less, re-using, save, shower*

### Before Reading

#### Build Background

- Write the word *energy* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Discuss energy and things that use it. Have students name some things they think use energy.
- Create a KWL chart with students on the board. Explain to students that the *K* stands for what they already know about a topic, the *W* stands for what they want to know about a topic, and the *L* stands for what they learned about a topic. Ask students to name some of the things they already know about using less energy. List the information in the *Know (K)* column of the chart.

## Book Walk

### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Using Less Energy*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

### Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that asking questions about a topic before and during reading, and then looking for the answers while reading, will help them understand and remember what they read.
- Model asking questions.  
*Think-aloud: The title of the book is Using Less Energy. As I flip through the book and look at the pictures, I think the book will tell about many different ways to use less energy. I'm not sure how I can use less energy, so I'll write that question on my KWL chart: How can I use less energy? I'll have to read the book to find out.*
- Explain that thinking about what they already know about the subject of a book as they read helps them stay actively involved in the book and remember new information.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Classify information**

- Write the following words on the board: *zebra, eagle, horse, lion, cow, tiger, chicken, pig, and monkey*. (You may also choose to bring in pictures of these items.) Explain that placing things in a group, or category, is called *classifying*.
- Model how to classify information.  
*Think-aloud: As I thought about how to group these objects, I started by asking myself what they have in common. I noticed that they are all animals, but they might be found in different places. I know that a zebra, an eagle, a lion, a tiger, and a monkey can usually be found in a zoo. I will group these words on the board under the heading Zoo Animals. I also know that a horse, a cow, a chicken, and a pig can be found on a farm. I will group these words on the board under the heading Farm Animals.*
- Invite a volunteer to sort the words into groups in a different way and explain how he or she sorted them.
- Explain to students that when reading a book that discusses different information related to a main idea, it is helpful to think about each category of information and to keep track of the different categories as they read.

### Introduce the Vocabulary

- As you preview the book, ask students to talk about what they see in the pictures and use the vocabulary they will encounter in the text.
- Reinforce new vocabulary by incorporating it into the discussion of the pictures. For example, on page 3 you might say: *Many things I do use energy. How can I use less energy?*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *gifts* on page 8 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows the child making a present with things that can be re-used. When I look at the first part of the word, it starts with /g/. However, the word present starts with the /p/ sound, so this can't be the word. I know that another word for present is gift. The word gift starts with the /g/ sound. The sentence makes sense with this word. The word must be gifts.*

### Set the Purpose

- Have students use what they already know about energy to help them read the book. Remind them to think about how information is classified as they read.

### During Reading

#### Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- **Model answering questions.**  
*Think-aloud: Earlier, I recorded a question on the KWL chart: How can I use less energy? So far, I have read about two ways I can save energy. I read that I can ride my bike to my friend's house and use a fan to cool off. I can record these answers in the Learned column on the chart. I will continue to read the book to find out if there are other things I can do to use less energy.*
- **Make a two-column chart on the board and label the headings *Uses Energy* and *Uses Less Energy*.** Record the word *car* under the heading *Uses Energy* and the word *bike* under the heading *Uses Less Energy*. Say: *This is one way to classify the information I read about in the book. Putting things into groups as I read helps me remember what I have read.*
- **Check for understanding:** Have students read to the end of page 8. Encourage them to share questions they asked or answered as they read. Add questions and answers to the KWL chart. (Accept all answers that show students know how to ask and answer questions from reading.)
- Have students read the remainder of the book. Remind them to ask and answer questions and think about classifying to help them understand and remember information as they read.



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 the discussion that follows.

### 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.

#### Reflect on the Reading Strategy

- **Think-aloud:** *As I read the book, I thought about the question I asked earlier in the lesson. On the last page, I see several pictures that suggest other ways to use less energy. One way is to recycle paper and plastic. Recycling is another way to use less energy.*
- Review the questions on the KWL chart and discuss the answers gathered while reading. Record the answers in the Learned (L) column of the KWL chart. Be sure to discuss the fact that not all questions can be answered, and further reading on the subject might be needed.
- Ask students to explain how asking and answering questions helped them to understand and remember the information in the book.

#### Reflect on the Comprehension Skill

- **Discussion:** Invite students to share how they classified items from the book. Discuss some additional ways to use less energy.
- **Independent practice:** Have students complete the [classify information worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about some ways to use less energy. Now that you know this information, why do you think it is important for people to use less energy?

## Build Skills

### Phonological Awareness: Segment onset and rime

- Say the word *can* aloud to students. Explain that you are going to say the word a second time and leave off the /k/ sound. Then say: /an/; *can without /k/ is /an/*.
- Have students identify other words that end with the /an/ sound (*man, ran, fan*, and so on).
- Have students say the word *less*. Then have them say the word *less* without the /l/ sound (/ess/).
- **Check for understanding:** Say the following words aloud, one at a time: *how, ride, bike, car*. Say aloud the initial sound before the vowel (onset). Ask students to say each word without the sound(s) of the onset.

### Phonics: Identify short /a/ vowel

- Write the word *fan* on the board and say it aloud with students.
- Have students say the /a/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /a/ sound in the word *fan*.
- **Check for understanding:** Write the following words that have the /a/ sound on the board, leaving out the short vowel: *that, tan, tag*. Say each word, one at a time, and have volunteers come to the board and add the short /a/ vowel to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short /a/ vowel worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: Verbs

- Review or explain that some words name actions. These words are called *verbs*. Have students name action words they know and then act them out.
- Have students turn to page 4 in their book. Read the first sentence aloud together. Ask students to name the words that identify the action (*ride*).
- Write the following sentence on the board: *I can also walk to the store*. Have a volunteer come to the board and underline the verb in the sentence. Ask another volunteer to act out the underlined verb.



**Check for understanding:** Have students search the story with a partner to locate the verbs and highlight them. When they have finished, make a list of action words together on the board.

- **Independent practice:** Introduce, explain, and have students complete the [verbs worksheet](#). If time allows, discuss their responses.

### Word Work: Question words

- Have students turn to page 3. Read the second sentence aloud: *How can I use less energy?*
- Write the sentence on the board. Point to the question mark at the end and underline the word *How*. Tell students that this sentence ends with a question mark and therefore asks a question. Explain that this type of sentence is called an *interrogative sentence*. In this sentence, the word *How* is a question word.
- Make a list on the board of common question words: *who, what, when, where, why, can, will, may*, and so on.
- Have students find another example of an interrogative sentence in the book. Select a volunteer to come to the board and write the question word from the sentence.
- **Check for understanding:** Write the following declarative sentence on the board: *They can recycle the paper*. Ask students to change this sentence to an interrogative sentence using a question word. Allow volunteers to share their sentences. (Example: *Where do they recycle the paper?*)

## **Build Fluency**

### **Independent Reading**

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### **Home Connection**

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them classify information from the book with someone at home.

## **Extend the Reading**

### **Personal Narrative and Art Connection**

Have students illustrate a picture of one of the ways they can use less energy. Under the picture, have students write one sentence telling about their picture.

Visit [Writing A–Z](#) for a lesson and leveled materials on informational writing.

### **Science Connection**

Provide Internet resources about energy and ways to use less of it. Ask students to classify the things they can do at school to use less energy and the things they can do at home to use less energy. Write a class pledge to remind students to use less energy at home and school.

### **Skill Review**

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

## **Assessment**

### **Monitor students to determine if they can:**

- accurately and consistently ask and answer questions to understand text
- accurately classify information from the book during discussion and on a worksheet
- accurately segment onset and rime during discussion
- identify and write the letter symbol that represents the short /a/ vowel during discussion and on a worksheet
- correctly understand and use verbs during discussion and on a worksheet
- correctly use question words during discussion and in oral sentences

### **Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)