Title: Energy of the Future Level: X ISBN: \_\_\_Publisher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

-(pages 2-6) Today, we are going to be reading the story “Energy of the Future.” What do you think the word energy means? Do you know about things we use for energy today? (Give time for students to answer and even brainstorming…see what background knowledge they might have). Let’s look at the pictures to see if our ideas were correct…(Once finished with the picture walk, introduce the new vocabulary that the students will encounter in the first part of the book).

Words/Text Layout:

\*New or important words (V)

\*Unusual aspect of text layout (V)

-Fossil Fuels (pg. 2)

-concentration (pg. 4)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers use text features to help them understand nonfiction.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students’ perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-What did we find out about energy today?

-What is the problem we are facing with energy?

-What are some things we use energy for? (students may make inferences based off of the pictures if needed)

Writing Connection (optional):

Title: Energy of the Future Level: X ISBN: \_\_\_Publisher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Before Reading: (5-7 min.)

\*Summarize plot (M) \*Discuss pictures (M)

\*Unfamiliar book language/character names (S) \*Draw upon students’ experiences (M)

-(pages 7-15) Let’s review what we read yesterday. Who can share some things that we read or talked about yesterday dealing with energy? Do you remember what new words we learned? How did this relate to our reading? (Take time to let children think and answer the questions. If having trouble, have them walk through the previous section to see what they can recall). With all of that, let’s look at our new vocabulary for today…

Words/Text Layout:

\*New or important words (V)

\*Unusual aspect of text layout (V)

-hybrid (page 8)

-emissions (page 9)

-turbine (page 12)

Suggested Teaching Point (Behaviors to Notice and Support) or focus on a Comprehension Strategy:

***connections, questions, inferences, visualizing, summarizing, synthesizing, determining importance***

Readers use text features to help them understand nonfiction.

During Reading: (10-15 min.)

Students silently read the text. You may choose to listen to a few students whisper read the text, if reading fluency is a concern. While students are silently reading, you can start another group or conference with students who are independently reading.

After Reading: (8-10 min.)

\*Discuss the story

-clarify confusion, revisiting parts of the text that posed problems for readers

-acknowledge partially correct responses, seeking to understand students’ perspectives

\*Connect discussion to the teaching point and/or a comprehension strategy (see above)

-What have we learned about the energy of the future?

-What are some benefits?

-What are renewable resources? (Expansion: why are they important?)

-What is the big idea of this book?

Writing Connection (optional):