

### Strand: Energy

### Theme: Heat

**Purpose for Reading:** To develop understandings that the sun provides energy which helps plants, animals and people live.

**Comprehension Strategies:** Extracting information, making inferences.

#### Vocabulary

*Dictionary Words:* animals, garden light, plants, solar panel

*Vocabulary Words:* cows, sea

*High-Frequency Words:* be, day, did, from, get, have, made, make, of, people, put, some, that, their, they, too, us, very, with

#### Before Reading

- Ask students to share what they know about the sun. *What is it? What does it do for us? How far away is it?* List students' prior knowledge on the board or on a chart.
- Read the title and invite students to discuss what they see in the cover photograph. Ask students how the photo relates to the title of the book. *What does the title mean?* Ask students to share their understandings of the word *energy*. Guide the discussion to talk about the sorts of energy the sun might provide. Add any new information to the prior knowledge list.
- Read the title page together and have students describe what they notice about the photo.

#### Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask

students to talk about what each photo shows.

Use questions such as, *What part of the house is in the bottom photo? What is the glass object on the roof? What might it have to do with the sun?*

#### Take a Photo Walk

- Pages 4–5: Invite students to read the caption and describe what they see streaming through the clouds. *What could happen to the sea if the sun didn't warm it? What else does the sun warm?*
- Pages 6–7: Invite students to look at this photo and read the caption. *Why does this cow need heat? What other animals might need the sun's heat to live?*
- Pages 8–9: Invite students to read the heading and caption. *What does the sun provide that plants need to live? What else do plants need?*
- Pages 10–11: Read the heading on page 10. Have students look at the food chain and describe what it tells them. *What do the arrows mean? Where does this food chain begin? What does it say about the sun and plants, animals, and people? What would happen to animals, plants, and people if there was no sun?*
- Pages 12–13: Read the heading and caption. Discuss how this garden light might trap the sun's light. *What does it need the light for?*
- Pages 14–15: Read the heading and caption. *What is a solar panel? What does it do? How does it trap heat?*

#### Read the Book

- Ask students to turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and

the sentences on page 3.

- Turn to pages 4–5. Ask students to read these pages independently. Guide students to the term *sun's rays* and talk about the heat and light they provide. *Remember to use your eyes, and point if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

## After Reading

### Comprehension

- Revisit the list showing students' prior knowledge of the sun and make a new list beside it of things they have learned from the book. Assist students to extract information from the book and make inferences beyond the text. Ask questions such as, *What are some of the ways the sun helps us? What sort of energy does the sun give us? How can we trap the sun's energy? What would happen if there was no sun? Would we be able to survive? Why not? What do you think Earth might look like if there was no sun?*
- Invite students to return to the book and walk through the illustrations, reading the captions and then explaining them in their own words.
- Discuss the some of the other sorts of energy people use.

### Vocabulary and Word Recognition

- Have students find the word *would* on page 4. Write this word on the board and ask students to identify the tricky part in this word. Have students look carefully at this word and then close their eyes and make a picture of it in their head. Have them write the word and check the spelling. Have them write it five times, saying it as they write it.
- Ask students if they know any words that look

like *would*. Write *could* and *should* on the board. Ask students to identify the spelling pattern that is the same. Assist students to generalize that words that rhyme sometimes share the same spelling pattern.

### Oral Language

- Have students tell a partner about the things we need the sun's energy for.

### Writing

- Ask students to imagine a world with no sun and write a description of it.

### Creative Extension Activities

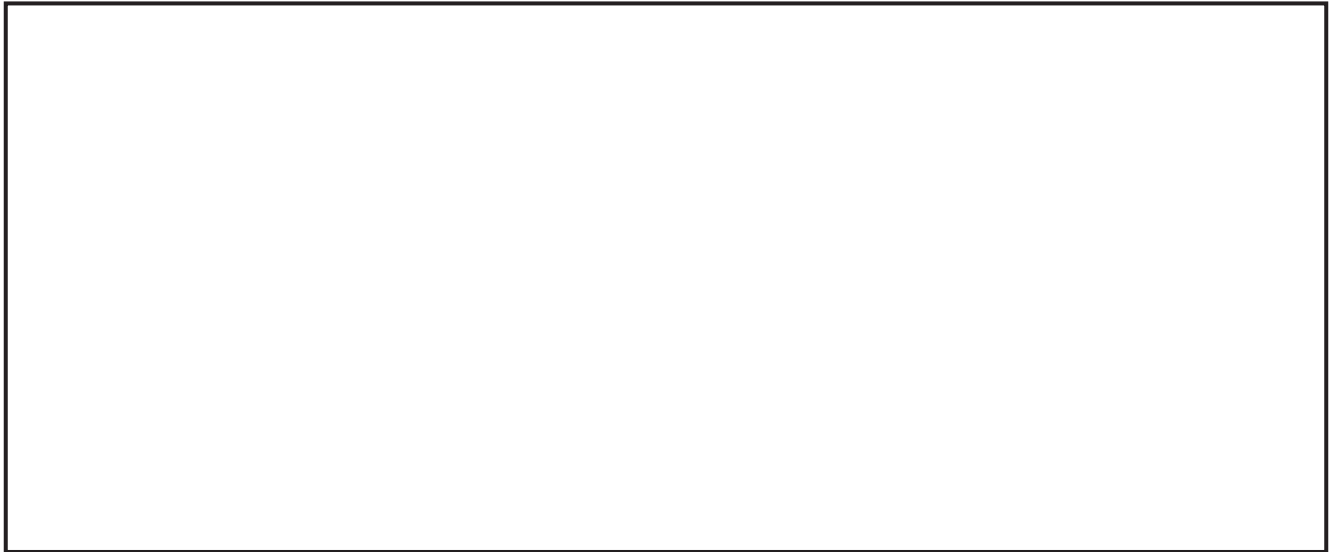
- Have students make a collage to show how the sun helps animals, plants, and people to live.
- Have students paint or draw some things they like to do on sunny days.

### Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

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

Plants need energy from the sun to live and grow.  
Draw the plants we get food from. Label them.



Animals could not live without energy from the sun.  
Draw as many animals as you can. Label them.



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

Answer the questions. Use the book to help you.

What is the sun made of?

\_\_\_\_\_

What two things does the sun give us?

\_\_\_\_\_

Look at the food chain on page 11.

Copy it in the box. Write a sentence about it.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_