

# Electricity Makes Things Work

PM Levels 20/21

Purple

**Text Type** Information Report / Explanation

**Running Words** 489



## Preparing for Guided Reading

### Orientation to the text

- Inform students that the book is a non-fiction text about electricity. Ask, *What is electricity? How does it make life easier?* Involve students in a discussion about what they already know on the subject of electricity.

### Prior knowledge

- This text is about the making and moving of electricity, one of the most widely used sources of energy used today.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*dangerous, different, kind, loop, offices, underground*

#### Content Words

*batteries, circuit, computers, electricity, elevators, energy, flashlights, flows, machines, outlets, radios, switches, windmills, wires*

### Decoding

- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.

### Focusing on the story – guided reading

- Discuss the meaning of *energy*. Talk about the different types of energy generated by electricity, e.g. light, heat and sound. Recall the energy that people and animals use to move and 'do' things. List things that need electricity to make them work. Discuss the *Did you know?* statement.
- Study the photographs. Explain that in steam-driven power stations, oil or gas is used to boil water and turn it into steam. Ensure students are aware that steam is a very strong force. Mention the undesirable pollution that was experienced from power stations fed by coal. Point out the long pipes coming down from a dam. These dams are built where there are mountains or fast-flowing rivers. Explain how windmills generate electricity. Talk about the positive contribution they make towards a clean environment. Read and discuss the *Did you know?* statement.
- Explain how electricity moves through wires from one place to another. Read and discuss the meanings of *wire, power point, power* and

*switch* on p. 24. Recall that electricity is helpful when used carefully but can be dangerous if used carelessly. Read and discuss the *Warning!* statement. Discuss precautions that are taken to make electricity safe in homes and in the community, e.g. underground wires.

- Study the time line. Discuss changes in lifestyle that have evolved due to the technological wonders of electricity. Talk about what life might have been like before electricity.
- Read the labels on pp. 18–19 to the children. Point out how the diagrams help the reader to interpret the information. Read and discuss the *Did you know?* statement. Ensure that students understand that the electricity will only flow when the circuit is joined. Read the meaning of *gap* on p. 24.
- Discuss the different forms of energy produced by electricity, i.e. heating, cooling, sound, sending and receiving visual images, lighting, etc. Talk about alternative energy sources when the power supply has been disabled, e.g. candles instead of lights.
- Recall that electricity is used almost everywhere. Invite students to describe what the world would be like without electricity.

### Comprehension

- What is electricity? (*Literal*)
- Why is electricity dangerous? (*Inferential*)
- How would our world be different without electricity? (*Inferential*)

### Follow-up activities

- Revisit the layout of non-fiction texts. Ask questions that require students to use the contents page and/or index to find information about electricity. Compare ways in which the contents page and an index differ, e.g. a contents page is arranged numerically, while an index is always arranged alphabetically. Have students ask each other questions that require them to use both the contents page and the index.
- Ensure that students understand how a circuit works in a torch. Set up some simple, safe experiments with light bulbs and batteries.

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## Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, and affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, vocabulary, and attention to contents, photographs and other visual references.

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## Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, vocabulary and attention to contents, photographs and other visual forms.

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## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up