

Make It Go!

Small Group Reading

Before reading

Encourage students to make predictions about the text by looking at the cover. Ask *What type of information do you expect to find in this book?* Preview the Reading vocabulary and discuss word meanings with students.

During reading

Ask students the following questions as you read each chapter together.

Summarizing As students finish each chapter, ask a volunteer to briefly summarize its content.

CHAPTER 1

- Name some fossil fuels. (literal)
- Why are many countries seeking renewable energy sources? (literal)

CHAPTER 2

- Why isn't solar energy more commonly used as a form of household energy? (inferential)

CHAPTER 3

- Why is wind power the fastest-growing new energy source? (literal)

CHAPTER 4

- What are some of the environmental limits to hydroelectric power? (inferential)

CHAPTER 5

- Why do you think geothermal electricity is efficient? (inferential)

CHAPTER 6

- Explain the principle of "lift" that enables birds, planes, and gliders to achieve flight. (inferential)

CHAPTER 7

- What new knowledge have you gained from this text? (personal response)

After reading

Students may complete BLMs 1 and 2 after you provide instructions for each activity.

Spelling Tell students to use vocabulary from the text to write their own sentences on BLM 1. Then have them replace words in bold with a synonym. Students may want to use a dictionary or thesaurus to complete the activity. **(BLM 1)**

Generating questions Have students identify key components of the core topic, "energy," and organize these on the spider map on BLM 2. For each component, students should generate a question to be answered about the topic. Students should switch papers with a partner and answer each other's questions. **(BLM 2)**

Grammar Write the following sentences from the text on the board, leaving out the commas.

"They can go over water grass mud quicksand or snow."

"It is 85 feet long weighs 34 tons and carries 120 passengers."

"These are found in the earth and include oil coal and natural gas."

Explain that commas help us read and make sense of sentences. Ask volunteers to add the missing commas to each sentence.

Fluency Have students select a favorite chapter from the text, practice reading it until they can do it fluently, and then read it to an adult at home.

➔ What does it mean?

1. Find the meaning of the following words or terms and use each in complete sentences.

- a) Potential energy
- b) Magma
- c) Geothermal energy
- d) Global warming
- e) Solar power

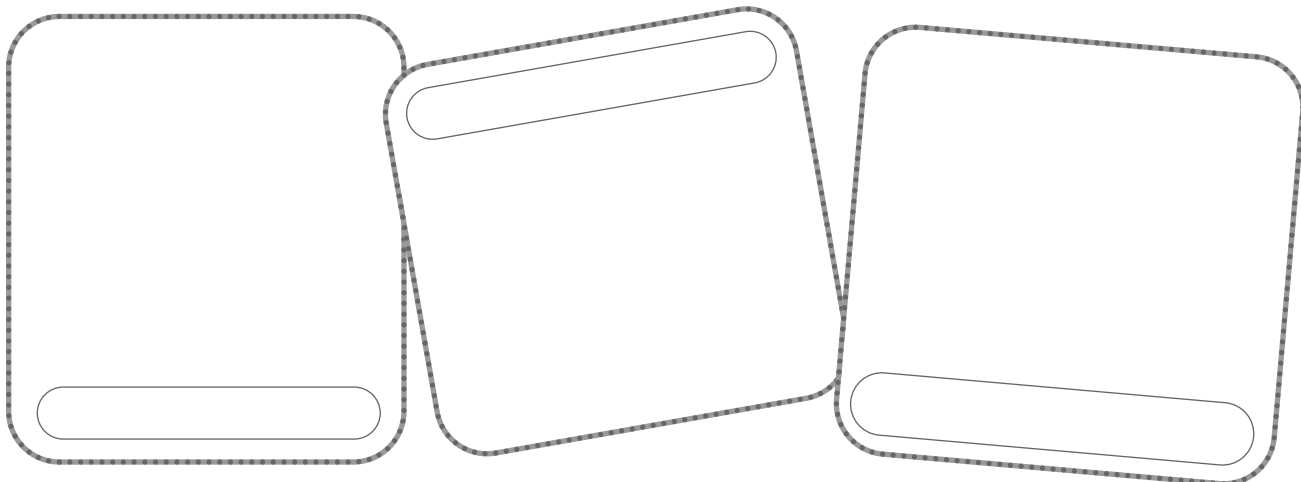
2. Read the following excerpts carefully. Rewrite each sentence, replacing the word in bold print with a synonym. Remember that synonyms are words with the same or similar meanings. Be sure to reread your sentences to ensure they make sense.

a) "But have you ever **wondered** what makes machines go?" _____

b) "Stand in the sun. Feel its **warmth** on your skin." _____

c) "You can see in the **picture** of the solar cruiser that most of the front of the boat is taken up with flat solar panels." _____

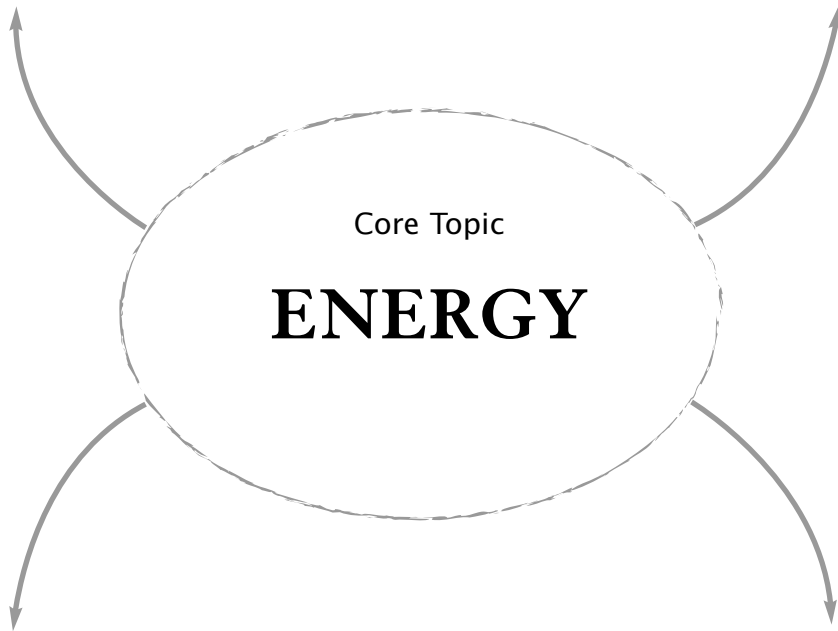
3. Draw and label 3 objects that could never have energy.



➔ Spider maps

Spider maps identify key aspects of the core topic and a simple breakdown of each component. Lines can be added to include subtopics and additional components as required.

Refer back to *Make It Go!* to identify the key topics. Once you have determined each of these, generate a question about each key topic. Trade papers with a partner and answer each other's questions.



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