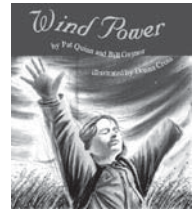


Wind Power

by Pat Quinn and Bill Gaynor
illustrated by Donna Cross



Book Summary

A mother and her daughters enjoy a hike to a spot where a wind turbine stands.

Features of the Book

- The specialized vocabulary – “generator,” “blades,” “turbine,” “electricity,” and “machine.”
- The root word “wind” – “windy” and “windmill.”
- The labeled diagram to summarize the concepts in the story.
- The imagery of the wind in the illustrations and in the cover text.
- The final “y” consonant – “city,” “electricity,” “every,” and “windy.”
- The “bl” blend – “blades” and “blows.”

Purpose

Wind Power can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** recognizing and reading a range of different word patterns, including word endings;
- S** discussing new vocabulary and extending understanding;
- S** using diagrams, charts, and other illustrations to support writing.

Introducing the text

Discuss the uses of electricity.

- What needs electricity to make it work?
- Is there anything in the classroom that uses electricity?
- How do we get electricity? How is it made?

Discuss the ways that electricity can be generated. Some children will know about hydroelectric dams, but wind generators and “windfarms” are less common.

- What makes the power at a dam?

Discuss the cover illustration and read the title together.

- How would you get power from the wind?

Reading the text

- S** Recognizing and reading a range of different word patterns, including word endings.
- S** Discussing new vocabulary and extending understanding.

Title page

- What is the girl doing?

Pages 2 and 3

- What are these people doing? How do the pictures show that the wind is blowing? What can you see in the distance?

Pages 4 and 5

- Where are they now? What is that in the background? Can you find the words that tell you?

Pages 6 and 7

- Which parts of the turbine move? Can you tell from the illustration? What sound do they make?

Find that word.

Pages 8 and 9

- What is happening to the weather? How can you tell?

Pages 10 and 11

- What is happening? How will they feel? What is happening down in the city?

Page 12

- Where are they now? How do you think they feel?

Point out the labeled diagram.


Children now read the book independently.

Revisiting the text

Look through the text again together and note all of the specialized words. Discuss them so that everyone in the group understands how the turbine works.

Discuss the labeled diagram. Trace the path of the wind and follow the arrows to show how the power of the wind is turned into electricity.

Following Up

- S** Using diagrams, charts, and other illustrations to support writing.
-  Compile a glossary of the special words to do with wind turbines and illustrate each word.
- B** Complete the blackline master opposite.