

Heat It Up



Heat is a form of energy that comes from the sun and other sources.

Standards correlation at SundanceNewbridge.com

Before Reading

Build Background for All Learners Display the cover of the Big Book. Point to and read aloud the title and the author's name. Then say: **Name all the things that you see in this photograph.** Help children make the connection that the fire produces heat, and heat cooks the pizza. Then preview the book and model asking questions about the topics.

Content Vocabulary Display Big Book page 16. Explain that a glossary lists important words from a book and gives their meanings. Turn to page 2 and point to the words *heat* and *energy* in bold print. Explain that the words in bold print throughout the book are in the glossary. Then use the glossary to introduce the vocabulary words: *energy, heat, produce, shade.*

English-Language Learners Show children pictures of a variety of things that produce heat: the sun, a fire, a person's body, etc. Use a complete sentence to identify each picture: **The sun [a fire, a person's body] makes heat.** Then ask children to point to the pictures and repeat the appropriate sentences.

During Reading

Comprehension Strategy: Ask Questions

As you read, encourage children to raise their hand and ask questions to clarify anything they don't understand. Take time to briefly discuss the answers.

Share the Book and Key Concept Read aloud the Big Book all the way through. Then reread, encouraging children to join in. Use the following questions to guide comprehension, prompt discussion, and deepen understanding of the key concept.

Page 3 Text Feature: Diagram

What does this diagram help you understand?

(Repeat this question for pages 11 and 13.)



Pages 4–5 **How do you feel when you stand in the sun? What makes you feel this way?**

Pages 6–7 **What can the heat from a fire do?**

Pages 8–9 **How can you tell that your body makes heat?**

Pages 10–11 **Why do you think it is warmer during the day than at night?**

Pages 12–13 **How can you stay cool when it is sunny?**

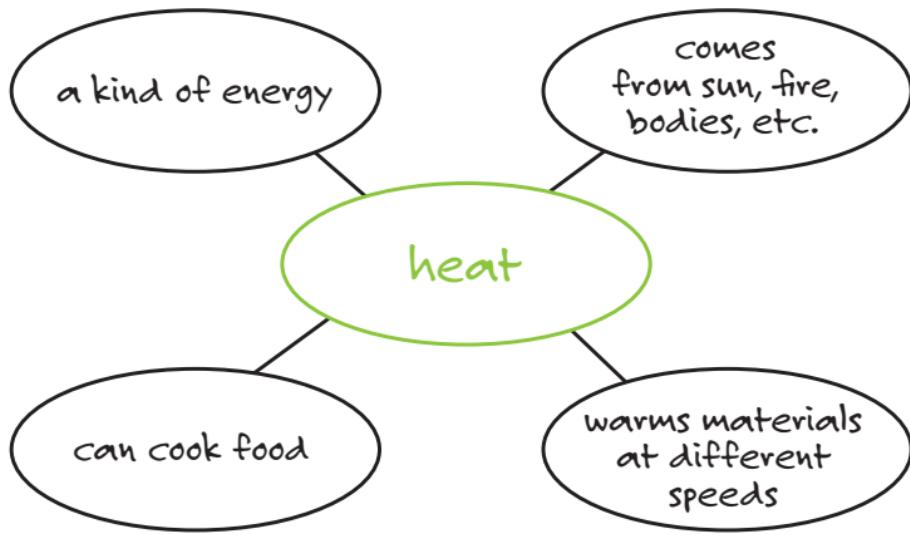
Page 14 (Have children answer the question and tell why they think their answer is correct.)

Wrap up discussion about the book by eliciting the key concept from children.

After Reading

Respond to the Text Have children imagine that they are cold. Page through the Big Book with children to find some ways to get warm.

Support Comprehension Work together to create a word web based around heat. Complete the web by reviewing what children have learned from the book.



Assessment: Oral Read aloud page 15. Provide the forks and have small groups carry out the experiment. Discuss the results with the group.

Rereading Options

Focus on the Key Concept Review with children why it is warmer at noon than at sunrise. Then lead them to draw conclusions about why it is warmer during the day than at night and warmer in summer than in winter.

Focus on Fluency Model reading the Big Book text frequently. If Little Books are available, encourage children to read them to a partner or on their own. Check that children read with good expression.