

Electrical Energy

A natural example of electrical energy is lightning. You may be wondering what lightning and power for our TVs have in common. Many years ago, people learned how to harness electrical energy. They learned how to use it and contain it. It is most often used to create power. Whether it's for our TVs, vacuums, all are powered by electrical energy.

Examples of Electrical Energy

Examples of electrical energy include:

Electrical Energy

The school day is over, your homework is completed, and it's time to watch your favorite TV show. So you kick your feet up, sit in front of your TV, and turn it on. Of course, you know your favorite shows are displayed on the screen whenever you turn it on, but how do TVs get power?

Several other objects we use in our everyday lives, get power from electrical charges. Electrons create these electric charges. The faster the electrons move, the more electrical energy they create.

Electrical energy is made from tiny particles called electrons, is responsible for many of our day-to-day lives because it can create a current.

Electrical Energy

Name: _____

6. What does the word join mean?
- to move away from
 - to come together
 - to draw
 - to run away from

Annotate the Text

1 Number the paragraphs

2 Underline important statements

3 Circle unknown words

Electrical Energy

Name: _____

- Select the word or phrase from the paragraph that helps the reader understand the meaning of the word harness.
 - people learned
 - use it
 - contain it
 - many years ago
- What evidence does the author use to support the idea that electrical energy is a large part of our everyday lives?
 - it's made from tiny particles called electrons
 - as electrons move faster, they create more electrical energy
 - it powers our TVs, phones, and vacuums
 - lightning is produced by electrical energy
- Where in the text does the author show evidence to support the claim that electrons attach to other atoms to create an electrical current?
 - Paragraph 2
 - Paragraph 3

This resource includes:

- Teacher Tips
- Questions to Ask Students
- Student Bookmarks:
 - Close Reading Steps
 - Annotate/Mark the Text
- Informational Text: Electrical Energy
- 10 Multiple Choice Questions
- 7 Graphic Organizers
- Answer Key

Electrical Energy

A natural example of electrical energy is lightning. You may be wondering what lightning and power for our TVs have in common. Many years ago, people learned how to harness electricity and use it to create power. Whether it's for our refrigerators, vacuums, all are powered by electricity used.

Examples of Electrical Energy

Anything you plug in is likely to have electricity. A toaster and a dishwasher: both of these appliances also have an electrical cord. Do you have electrical energy too? Trust me, you do. Anything we use frequently has electricity.

Close Reading Steps

- 1 Read the text
- 2 Annotate the text
- 3 Read the text again
- 4 Define unknown words
- 5 Read the text again

Electrical Energy

The school day is over, your homework is completed, and it's time to watch your favorite TV show. So you kick your feet up, sit in front of your TV, and turn it on. Of course, you know your favorite shows are displayed on the screen whenever you turn it on, but how do TVs get power?

TVs, and several other objects we use in our everyday lives, get power from electric charges. Electrons create these electric charges. The faster that electrons within an atom move, the more electric energy they create.

Electrical energy, made from tiny particles called electrons, is responsible for powering your TV, phones, vacuums, and even lightning. Electrical energy is a large part of our day-to-day lives because it can create a charge for many of our everyday objects.

How is Electrical Energy Produced?

So, how is electrical energy produced? It's produced when electrons move. They join together to form atoms. As these electrons continue connecting with other atoms, this electrical energy interacts with an outside object. Two different things can happen: a negative charge or a positive charge.

Non-Fiction Passage

Electrical Energy

Name: _____

6. What does the word join mean?
 - a. to move away from
 - b. to come together
 - c. to draw
 - d. to run away from
7. What is the main idea of paragraph 1?
 - a. you sit on the couch to watch TV
 - b. TVs get power, but we aren't sure how
 - c. you can watch TV when you get home from school
 - d. you should do your homework before watching TV
8. Which of the following is NOT powered by electrical energy?
 - a. lightning
 - b. toaster
 - c. vacuum
 - d. water hose
9. What is the logical connection between electrical energy and power?
 - a. wires block electrical energy and send power
 - b. wires carry electrical energy to give some power
 - c. electrical energy is not used to power our TV
 - d. power is taken from our TV

10 Multiple Choice Questions

Electrical Energy

Name: _____

1. Select the word or phrase from the paragraph that helps the reader understand the meaning of the word harness.
 - a. people learned
 - b. use it
 - c. contain it
 - d. many years ago
2. What evidence does the author use to support the idea that electrical energy is a large part of our everyday lives?
 - a. it's made from tiny particles called electrons
 - b. as electrons move faster, they create more electrical energy
 - c. it powers our TVs, phones, and vacuums
 - d. lightning is produced by electrical energy
3. Where in the text does the author show evidence to support the claim that electrons attach to other atoms to create an electrical current?
 - a. Paragraph 2
 - b. Paragraph 3
 - c. Paragraph 4
 - d. Paragraph 5
4. What is the main idea of paragraph 5?
 - a. it powers electronics
 - b. our TVs use electrical energy
 - c. lightning uses electrical energy
 - d. electrical energy is harnessed and used
5. Which of the following details is most important to the topic of how electric currents form?
 - a. electrons continue connecting with other atoms
 - b. this electric current interacts with an outside object
 - c. when electrons move out of orbit, they join another atom
 - d. opposites attract

Close Reading

Close Reading: A reading strategy that is used to comprehend and analyze a text closely. Students will typically read the text at least twice for comprehension, details, analysis, and deep questioning of the text's purpose and meaning.

Steps for Close Reading:

1. Read the Text
2. Mark Up the Text or Annotate the Text
3. Read the Text Again
4. Define Unknown Words
5. Read the Text Again
6. Respond to Reading

Includes:

- Teacher Tips
- Questions to Ask Students
- Close Reading Steps - Bookmark
 - Version with "Mark the text"
 - Version with "Annotate the text"
- Steps to "Mark the Text" Bookmark
- Steps to "Annotate the Text" Bookmark
- Informational Text: The
- 10 Multiple Choice Questions
- 7 Graphic Organizers

Teacher Tips & Suggestions

Questions to Ask Students

- What is the text mostly about?
- Who is the audience for this text?
- What's is the writer's purpose of this text?
- What's your favorite part of the passage?
- What words are new to you? What do you think the words mean?
- What detail stands out to you?
- What questions do you now have about the topic?
- If you can ask the author 2 questions, what would you ask them?
- In this paragraph, what is the author saying?
- What is the structure of the text? How does it help

Teacher Tips

Close reading: A reading strategy that is used to comprehend and analyze a text closely. Students will typically read the text at least twice for comprehension, details, analysis, and deep questioning of the text's purpose and meaning.

1. Read the Text: When students read the text for the first time, they are reading just to identify what the passage is mostly about. The first read is surface level and allows the students to understand the gist of the text.
2. Mark Up the Text or Annotate the Text: Encourage students to use their annotation bookmarks (provided below) to make notes directly on the text. Students can write in the margins, use sticky notes to make notes, use color coding. You can even slip the text inside a dry-erase pocket and encourage students to use dry-erase markers to mark up the text.
3. Read the Text Again: If the teacher is working with the students for this, the teacher can read the text aloud this time. Model think-alouds and use expression while you read. If students are working with partners in a station, encourage them to each read a paragraph then switch readers.
4. Define Unknown Words: During this step, invite students to circle any unknown or unfamiliar words. Use the provided graphic organizer to select 4-5 unknown words and work to identify the meaning of each word.
5. Read the Text Again: With this third time reading the text, encourage the students to read the passage independently.
6. Respond to Reading: Students will now use the text to answer the 10

Graphic Organizers

- Main Ideas with Text Evidence
- Central Ideas with Text Evidence
- Central Ideas with Details
- Main Idea, Details, Conclusion
- KWL: What I Know, What I Want to Know, What I Learned
- Overview: Topic, Author's Purpose, Key Vocabulary, Most Important Thing, I Wonder, Important Facts, Illustration
- Context Clues (3 Versions: 3 words, 4 words, 5 words)
- Arthropods

Name: _____

Unknown Word

Context Clue

Word Meaning

Name: _____

What I Know

What I Want to Know

What I Learned

Name: _____

Topic

Author's Purpose

Key Vocabulary

Most Important Thing

I Wonder...

Important Facts

Illustration

Graphic
Organizers

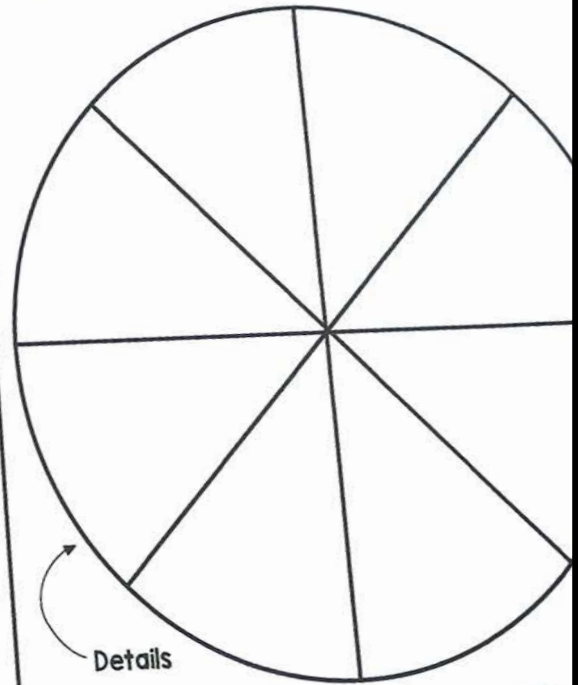
Ideas for Use

- Science or ELA Stations
- Whole Group Instruction
- Partner Practice
- Guided Reading Groups
- Substitute Plans
- Send home to practice
- ELA Work Stations or Centers
- Assessment

Unknown Word	Context Clue

Name: _____

Central Idea



Details

Name: _____

Main Ideas

- 1
- 2
- 3

Text Evidence #1

Text Evidence #2

Text Evidence #3

Name: _____

Main Idea

Detail

Detail

Graphic Organizers

Purchase now to
connect science
and literacy
in your
classroom!