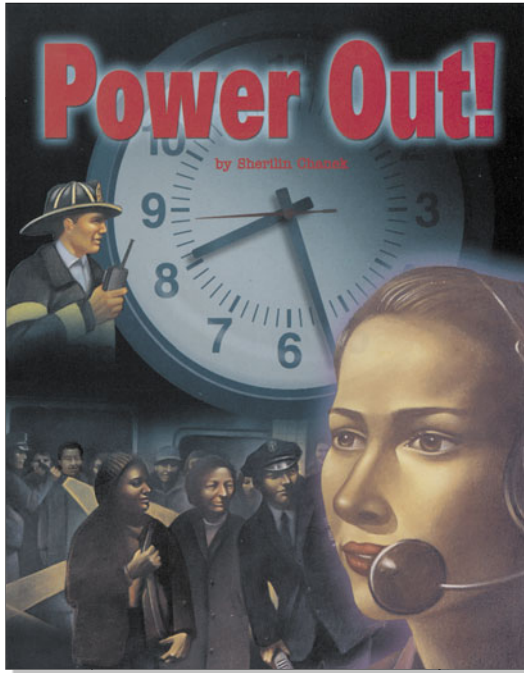


Power Out!



Leveling Systems
Avenues: ● Beginning
DRA: 12
Fountas and Pinnell: G
Lexile: 120

This realistic story tells about how emergency workers and city residents help each other when the electricity goes out in their city. Clock graphics show what time events happen. Dialogue and simple text move the plot along.

16 pages, 167 words

In This Guided Reading Lesson:

Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p>Community Workers: 9-1-1 operator firefighter police officer repair worker window cleaner</p>	<p>Spotlight STRATEGY Personal Experience</p>	<p>News Report: Reporter Role-Play</p> <p>Workers in Action: Add a New Page to the Book</p>	<p>Relate Cause and Effect (PDF)</p>

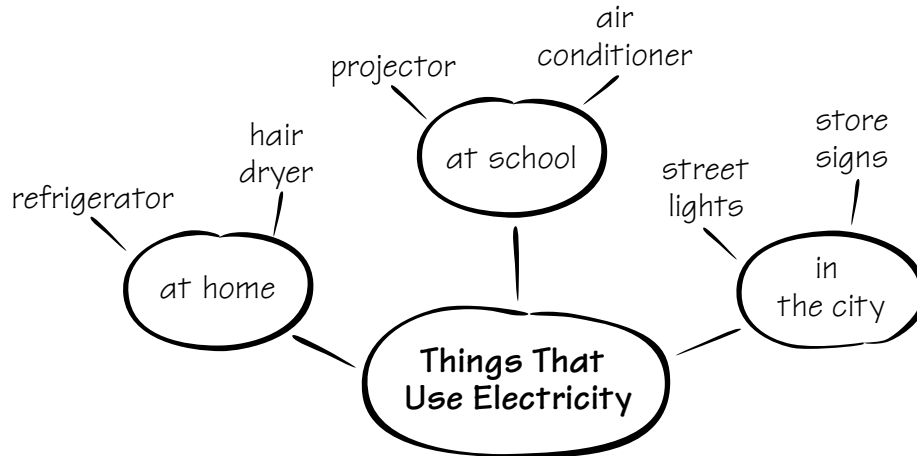
Power Out!

Build Background

Electricity Around Us Plug in the appliance and turn on the power. Explain: **Many machines work because of electricity.** Use the machine to begin a mind map of things that use electricity. Have students add machines.

Materials

- electrical appliance with a power cord, such as an overhead projector or radio



Have students discuss and role-play what a day would be like without electricity.

Build Vocabulary

Role-Play Community Workers Use pages 2–3 to introduce community workers. Then create a T chart to record what students know about each worker based on the illustrations and personal experience.

Key Vocabulary

- 9-1-1 operator
- firefighter
- police officer
- repair worker
- window cleaner

Worker	Duties
9-1-1 operator	<ul style="list-style-type: none"> • answers calls for help • sends rescue workers • gives information in an emergency

Conduct an interview with students as they take the roles of different workers. Discuss how each worker helps the community in an important way.

1 Preview the Book

Cover In a “power out,” there is no electricity. This book shows what happens when the power goes out in a big city.

Pages 2–3 These pages are called “Words to Know.” They show community workers doing their jobs. The captions below the pictures tell the workers’ names.

Page 4 As you read, you will see clocks. They tell when events happen. The clock and words tell me that the story begins at 8:27 in the morning. It looks like a normal day.

Page 5 Suddenly, the power goes out in the city. Good readers compare what they are reading to what they know from their own lives. How would you feel if the power went out? *Pause for responses.* It’s scary when the lights go out. That has happened to me. The people on the train look worried. I know just how they feel.

Pages 6–7 *Point to the clock on page 6.* The power has been out for an hour. This man gets a call. He needs to get to work. *Point to the hat.* He is a **police officer**. He needs to help drivers on the road. This woman on page 7 is a **9-1-1 operator**. She answers a call for help.

Pages 8–9 The **window cleaners** on page 9 were working when the power went out. Now they are stuck!

Pages 10–11 Two women share food on the train. A man helps the window cleaners. Think about a time someone helped you. How did you feel? These people look thankful.

Pages 12–13 Three hours after the power went out, people can leave the train. Police officers lead the way.

Pages 14–15 **Repair workers** fix the problem. They get the electricity working again. The **firefighters** look happy, too. Now the city is safe from fire.

Page 16 These students look happy. How would you feel if you were them?



2 Read the Book

Independent Reading Have students read the book silently or to a partner. Observe as each student reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach students as they read.
- **Spotlight Strategy: Personal Experience** Students may become confused if they are unfamiliar with underground trains and emergency procedures (pages 5, 10, 13). Remind these students to relate the situation to their personal experience. They can think about when they might have been in tunnels, or if they have seen trains in movies or on television.

3 Respond to the Book

News Report Have the group role-play reporters interviewing community workers on the street during a power outage. Guide the reporters to think of questions to ask workers about the situation, including the cause of the outage and the effects on people and businesses. Have the group perform their news report interviews for a news show.

Workers in Action Model how to complete a T Chart with workers and what they did during the power outage. Then add other types of community workers to the chart, such as paramedics, teachers, lawyers, construction workers, or cooks. Brainstorm what would happen to them during a power outage.

Have each student choose a worker from the chart and write a new page for *Power Out!* using the text on page 8 as a model. For example: *10:51 a.m. The cook can't make the soup. His stove does not work.* Compile the pages into a book.

Materials

- T Chart from *Picture It! Big Book*, page 20

Answers will vary. Sample response:

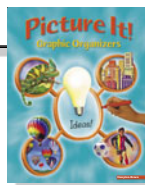
T Chart

Power Out!

Workers	What They Did
police officer	directed traffic, helped people on subway
9-1-1 operator	answered calls and sent help
firefighters	helped people stuck in an elevator
window cleaners	got stuck while washing windows
repair workers	fixed power lines
banker	helped save the window cleaners

Use only a black dry-erase marker.

20



Picture It! Big Book, page 20

from Power Out!

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
7	A 9-1-1 operator is at work. A call comes in. A doctor is stuck in an elevator. "I will connect your call to the fire department," she says. "Firefighters will help you."		
8	The window cleaners can't wash any more windows. Their platform is stuck on the eighth floor.		
10	The train is still stuck in the tunnel. One lady asks another, "Would you like a muffin?" "Yes. Thank you," the lady answers.		
11	A banker opens a window. The window cleaners climb inside. They thank the banker.		
13	Police help the people on the train walk out of the tunnel. Everyone is safe.		
		Total	Total

Assess Fluency

Student reads with appropriate:

- expression
- intonation
- attention to punctuation
- rate
- phrasing

Assess Strategy Use

Self-Monitors:

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

Self-Corrects:

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

Calculate Accuracy Rate

$$(100 \text{ words} - \frac{\text{total errors}}{\text{total words}}) \div 100 \text{ words} = \text{_____} \%$$

Determine Instructional Needs

<p>If Accuracy Rate Is → Then Have Student</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 90% read a lower-level text <input type="checkbox"/> between 90–94% continue at this level <input type="checkbox"/> 95–100% read a higher-level text 	<p>Student needs more coaching in</p> <p>_____</p> <p>_____</p>
--	--

Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
The rocket is going very fast.	<p>The rocket is gro... going very fast.</p> <p>Hesitates or self-corrects after a miscue</p>	<ul style="list-style-type: none">• Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.
The shuttle orbits the Earth.	<p>The shuttle...?</p> <p>"Freezes" when faced with an unfamiliar or long word</p>	<ul style="list-style-type: none">• Prompt student to find clues in pictures and/or surrounding context.• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.• If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.• Have student skip the word and read on.
No one has been to Mars.	<p>Nobody has been to Mars.</p> <p>Substitutes an incorrect word that makes sense</p>	<ul style="list-style-type: none">• Ignore if the miscue does not affect comprehension.• Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.
There is no liquid water on the Moon.	<p>There is no little water on the Moon.</p> <p>Substitutes an incorrect word that does not make sense</p>	<ul style="list-style-type: none">• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.

Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
Craters look like dark circles when you look up at the Moon.	Craters look like dark when you look up at the Moon. Skips important words	<ul style="list-style-type: none">• Repeat and ask: Does it make sense?• Read together; then have student start over.• Have student track the print and sweep a finger to the next line.
There are mountains on the Moon.	There...are mountains...on...the... Moon Reads slowly, word-by-word, without comprehension	<ul style="list-style-type: none">• Assign a book at an easier reading level, allowing student to build fluency and comprehension.• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.• Have student paraphrase small but meaningful chunks of text, relating it to own experience.
That's one small step for man, one giant leap for mankind.	That's one small / step for / man, one / giant leap for / mankind Reads aloud with poor phrasing	<ul style="list-style-type: none">• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.• Relate text to student's personal experience to help student read with appropriate expression.
The Moon is full tonight.	TheMoonisfulltonight Reads quickly, without comprehension	<ul style="list-style-type: none">• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.
The Moon is Earth's only natural satellite.	? Gets stuck; is unable to use any strategies	<ul style="list-style-type: none">• Ask questions to discover why student is stuck.• Suggest strategies and supply words.