

## Books for Young Learners Teacher Resource

## Book Notes

**Solar-Powered Sam**

Author V. M. Caldwell

Illustrator Cathy Morrison

12 pages ■ 110 words

Fountas and Pinnell Level J

Intervention Level 16



Solar-Powered Sam

**SYNOPSIS**

A fiction story explaining how the sun provides us with energy.

**WHAT THE BOOK OFFERS**

- Informational text written as narrative fiction
- Third person
- Present tense
- More complex and abstract content
- More complex sentence structure
- Some repetition

**POSSIBLE SKILLS EMPHASIS**

- Coping with more complex content
- Coping with more complex (two-part) sentence structures
- Reading for a specific purpose, gathering information
- Representing information in a diagram

**INTRODUCING THE BOOK**

*We know from the cover illustration who Sam is, but do we know what makes her solar powered?*

*What is there in the cover illustration to help us understand solar powered?*

*Well, what does it mean when it says Sam is solar powered?*

*That is a good question to have in our head as we read the book.*

## Books for Young Learners Teacher Resource

# Book Notes



### FOCUS OF INSTRUCTION

- The combination of the longer and more complex sentences and the more abstract content make it advisable for students to read each page silently before being required to read it orally or to discuss any part of it.

*As you read this page in your head, think about how it helps us understand what makes Sam solar powered.*

*What information did you gather from this page? Does that add new information to what you already knew, or does it confirm it? How or what?*

*Which is the most important/most helpful information you have read so far?*

### FOLLOWING THE READING

*Each part had a sequence. Can you describe that sequence? How could you put that in a diagram? Choose one of the sections and draw and label your diagram to show how the sun makes Sam solar powered.*

*What makes you solar powered? What foods do you like that require sun to make them full of energy? And what do you do with your energy?*

- Make a graph of the students' favorite "solar-powered" foods.

**Additional Comprehension Prompts**  
For Oral or Written Use Before, During, and After Reading

<b>FINISH THIS THOUGHT</b>	<i>Sam is solar powered because she . . . I feel tired and lazy when I don't . . .</i>
<b>USE YOUR MEMORY</b>	<i>What does Sam use solar-powered energy for? Check on page 6 to see if you were right. What are 2 facts you learned about the power of the sun by reading this book?</i>
<b>WHAT'S YOUR OPINION?</b>	<i>The author of this book was a science teacher. Do you think that's why she wrote this book? What makes you think that? Do you think people have energy to run, play, and think if they live in a place where it rains a lot and the sun doesn't shine too often? Explain your thoughts.</i>
<b>BE CREATIVE</b>	<i>Read the information you find in the Nonfiction Note box on the inside back cover. Read the facts you see on the inside front cover of the book. Find 2 books in the library about the sun and learn more interesting facts. Then write a report about the sun. What information is most important to share? Remember to put the information you read about in your own words in your report. Don't forget to draw a picture of the sun on the front cover of your report.</i>
<b>VOCABULARY AGENT</b>	<i>Some words are put together for form contractions. For example, the contraction for 'cannot' is 'can't'... Look at these contractions and write the two words they come from: *wouldn't *that's *isn't *let's *didn't *won't *couldn't *doesn't</i>