

*Why Should I Save Energy?*  
**Discussion Guide**  
Grades PreK-2

**Before Reading: to activate schema, build background knowledge, and set a purpose.**

- Activate prior knowledge: What do you about energy? What are some ways to save energy?
- Use RIF's [K-W-L chart](#) individually or as a class to activate students' thinking as they begin reading a new book.
- Frontload vocabulary: energy, electricity, coal, oil, gas

**During Reading: to engage students, check for understanding, and make connections.**

- What are some ways the girl and her family wasted energy at the beginning of the story?
- Have you every experienced a power outage? What did you do?
- What event made the family decide to start saving energy?
- What do you think Robert means when he says, "energy is precious"(p. 13)?
- How is electricity made?
- What would happen if homes and schools ran out of energy?
- What are some examples of ways to save energy shared in the book?

**After Reading: to summarize, question, and reflect.**

- As a class, make a list of all the things we use energy for at home, school, and in the community. What would happen if energy sources ran out? What are some ways that you can save energy in your daily activities? (Optional: Pair Share)
- There are many content-specific vocabulary terms introduced in this book such as energy, electricity, coal, oil, gas, fuel, and steam. As a class or individually, have students create a concept map for these new terms.

If your students enjoyed this book...

- Check out RIF's [Sustainable Futures center](#) to learn more about energy with related books and resources.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.