

Name of Activity:

Lights! Camera! Action! Save Energy!

Grade Level:

K-8th grade

Description:

After learning about renewable and nonrenewable resources and ways to save energy via *Nico's Activities for Kids* at SaveOnEnergy.com, students will work together in groups to produce a "commercial" to present facts and persuade the audience to save energy.

Goals and Objectives:

Students will learn about renewable and nonrenewable resources.

Students will learn vocabulary relating to energy/saving energy.

Students will learn about ways to save energy at home and at school.

Students will work collaboratively in groups.

Students will do persuasive writing (K-1 students will just make lists)

Students will use basic math procedures to produce factual information about saving energy. (Done as a group for K-1 students)

Students will evaluate each other's commercials.

Standards Addressed:

Science, Math, Reading, Writing, Grammar/English, Vocabulary, Listening/Speaking, Technology

Materials Needed:

Printed copies of Kids Guide to Saving Energy at SaveOnEnergy.com

Writing Paper

Drawing Paper

Poster Board

Chart Paper (for KWL chart)

Pencils, Colored Pencils, Crayons, Markers

Dictionaries (for 1st grade and up)

Props : samples of recyclable materials, hats, ties, glasses, scarfs, clapboard, etc.

Internet Access/Smartboard

Camera/iPad for commercials

Audience “checklist” (see below) *K will not do “list” section of evaluation

Lesson Plan:

1. Teacher will gather prior knowledge from students and record discoveries under “K” on a KWL (know/want to know/learned) chart.
2. Teacher will record questions from the class under “W” for questions they still have or want to know.
3. Students will learn about renewable and nonrenewable resources, ways to save energy, and ways to “go green” via *Nico’s Activities for Kids* at SaveOnEnergy.com on the Smartboard.
NOTE: If there is no Smartboard available, students may research the website activities independently, or teacher may assign older student to do independent Internet research.
4. Students will complete the Kids Guide to Saving Energy (SaveOnEnergy.com)
5. Vocabulary words will be reviewed with students and they will use dictionaries to research their definitions.
6. Students will be divided into groups of 3-4. They will be provided with writing paper, drawing paper, a poster board, pencils, colored pencils, and markers.
7. Students will brainstorm in their groups to choose one-three ways to save energy either at home or at school.
8. Each group will write down their initial ideas in list form.
9. Students will be charged with the task of taking their ideas and turning it into a persuasive writing in the form of a “commercial”. The purpose of their commercial is to persuade those watching to learn about and want to save energy. Their commercial must include:
 - a. Information about renewable and nonrenewable resources
 - b. One to three ways to save energy in the home or at school.
 - c. One math fact to demonstrate how saving energy saves money or how not saving energy has a negative mathematical impact.
 - d. A poster to demonstrate energy savings.
 - e. A written script (to be turned in) that includes at least three vocabulary words.
10. They will be set up at a table in front of the class, and will be provided with a variety of props to use in their commercial. Time will be given to brainstorm and collaborate with their teammates. They will be allowed to prewrite, draft, revise, and edit their scripts. Additionally, they will be given time to “practice” their commercial before it is recorded.
11. Students will show their “commercials” to the rest of the students (audience) and they will be recorded. The audience will have a checklist to do during the commercial to make sure of what the commercial covered to ensure accountability of all involved.

12. The teacher will gather information about what the students learned about saving energy and document it on the “L” part of the KWL chart.

Vocabulary:

energy, environment, gas, water, non-renewable, renewable, oil, wind, coal, conservation, efficiency, resource, save, solve

Assessment:

Teacher will assess students learning via:

1. KWL chart documentation and class discussion
2. Observation during team brainstorming and collaboration
3. Written script from each team.
4. Demonstration of math facts presented
5. Vocabulary assessment (K-oral review, 1st grade and up-written test)

Extensions:

1. Have student write cumulative persuasive writing piece for publication in the local newspaper.
2. Invite community members into the classroom to watch the “commercials”.
3. Older students may do school-wide presentation of the top commercials to school at an assembly to promote energy savings.

**AUDIENCE EVALUATION FORM ON NEXT PAGE....

ENERGY SAVING COMMERCIALS

AUDIENCE EVALUATION FORM

DIRECTIONS: FOR EACH GROUP, PLACE A CHECKMARK IF YOU NOTED THE REQUIREMENT PRESENTED DURING THE COMMERCIAL.

***ON #3, LIST THE WAYS**

	GROUP #	GROUP#	GROUP #	GROUP #
1.Information about renewable and non-renewable resources				
2.At least one way to save energy at home or at school				
3.LIST THE WAY(S)				
4.Math fact to demonstrate impact				
5.Poster presented in commercial				
6. Vocabulary words presented				
7.Presenters can be heard and understood clearly				