

Everyday Electricity Lesson Plan

Consumers Energy's *Everyday Electricity* Lesson Supports the Michigan Grade Level Content Expectations and Common Core State Standards

<i>Kindergarten</i>
SCIENCE
Inquiry Analysis and Communication <ul style="list-style-type: none">○ S.IA.00.12 Share ideas about science through purposeful conversation○ S.IA.00.13 Communicate and present findings of observations
Inquiry Process <ul style="list-style-type: none">○ S.IP.00.11 Make purposeful observation of the natural world using the appropriate senses○ S.IP.00.12 Generate questions based on observations
SOCIAL STUDIES
Public Discourse, Decision Making, and Citizens Involvement P4.2 Citizen Involvement <ul style="list-style-type: none">○ 2 – P4.2.2 Participate in projects to help or inform others
ENGLISH LANGUAGE ARTS
Reading Standards for Informational Text (RI) Integration of Knowledge and Ideas <ul style="list-style-type: none">○ RI.K.7—With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).
Writing Standards (W) Research to Build and Present Knowledge <ul style="list-style-type: none">○ W.K.8—With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking and Listening Standards (SL) Comprehension and Collaboration <ul style="list-style-type: none">○ SL.K.2—Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.○ SL.K.3—Ask and answer questions in order to seek help, get information, or clarify something that is not understood.○ SL.K.5—Add drawings or other visual displays to descriptions as desired to provide additional detail.○ SL.K.6—Speak audibly and express thoughts, feelings, and ideas clearly.
Language (L) Conventions of Standard English <ul style="list-style-type: none">○ L.K.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Providing energy education to students in the communities we serve.
That's our Promise to Michigan.

First Grade

SCIENCE

Inquiry Analysis and Communication

- S.IA.01.12 Share ideas about science through purposeful conversation
- S.IA.01.13 Communicate and present findings of observations

Inquiry Process

- S.IP.01.11 Make purposeful observation of the natural world using the appropriate senses
- S.IP.01.12 Generate questions based on observations

SOCIAL STUDIES

Public Discourse, Decision Making, and Citizens Involvement

P4.2 Citizen Involvement

- 2 - P4.2.2 Participate in projects to help or inform others

ENGLISH LANGUAGE ARTS

Reading Standards for Informational Text (RI)

Integration of Knowledge and Ideas

- RI.1.7—Use the illustrations and details in a text to describe its key ideas.

Writing Standards (W)

Research to Build and Present Knowledge

- W.1.8—With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards (SL)

Comprehension and Collaboration

- SL.1.2—Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- SL.1.3—Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.5—Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Language (L)

Conventions of Standard English

- L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

For more great lesson plans and other resources visit:
www.ConsumersEnergy.com/kids

Providing energy education to students in the communities we serve.
That's our Promise to Michigan.

Second Grade

SCIENCE

Inquiry Analysis and Communication

- S.IA.02.12 Share ideas about science through purposeful conversation
- S.IA.02.13 Communicate and present findings of observations

Inquiry Process

- S.IP.02.11 Make purposeful observation of the natural world using the appropriate senses
- S.IP.02.12 Generate questions based on observations

SOCIAL STUDIES

Public Discourse, Decision Making, and Citizens Involvement

P4.2 Citizen Involvement

- 2 - P4.2.2 Participate in projects to help or inform others

ENGLISH LANGUAGE ARTS

Reading Standards for Informational Text (RI)

Integration of Knowledge and Ideas

- RI.2.7—Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Writing Standards (W)

Research to Build and Present Knowledge

- W.2.8—Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards (SL)

Comprehension and Collaboration

- SL.2.2—Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3—Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.5—Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences with appropriate to clarify ideas, thoughts, and feelings.

Language (L)

Conventions of Standard English

- L.2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

For more great lesson plans and other resources visit:

www.ConsumersEnergy.com/kids

Lesson Outcome

Students will identify what uses electricity to make them work in their home and school. They will also discuss and learn that electricity can hurt us and what we should do if we see something that looks dangerous.

Rationale / Purpose for Lesson

This lesson will provide students an opportunity to take a look at common items they see in their daily lives and discuss whether or not they use electricity to make them work. Students will learn that electricity can be dangerous and hurt them if they don't use it the right way. They will also learn that if they see something dangerous they should tell an adult. Finally, this worksheet will reinforce the ideas of what things use electricity and what things don't by using visual representation.

Resources / Materials Required

- Print off one worksheet below per student
- Print off flash cards of things that use electricity
- Crayons
- Pencil

Anticipatory Set

Start the lesson by discussing how you use electricity when you turn on a light switch or a TV. Discuss how electricity wasn't invented, it was discovered. Now ask the students to tell you about some things they use that are plugged in to an outlet and what happens when you turn them on. Brainstorm many examples of items that use electricity. How does electricity make them work? Use the flash cards below with items that use electricity as visual representation to begin a discussion. Also, discuss that electricity can hurt us so we need to be safe around electricity and things that use it.

Providing energy education to students in the communities we serve.
That's our Promise to Michigan.

Procedures

1. Have the students look at the handout with the items that use electricity on it.
2. Have the students circle the items that use electricity and then discuss with them which ones use electricity and which ones don't (If time permits, have the students color the items).
3. Have the students draw at least two more things that use electricity. After giving them enough time to draw and color these two items, give them a minute to turn and talk to a partner and discuss what their two items are that use electricity.
4. Have the students share a few of their items they drew to make sure they understand what types of things use electricity.

Closure

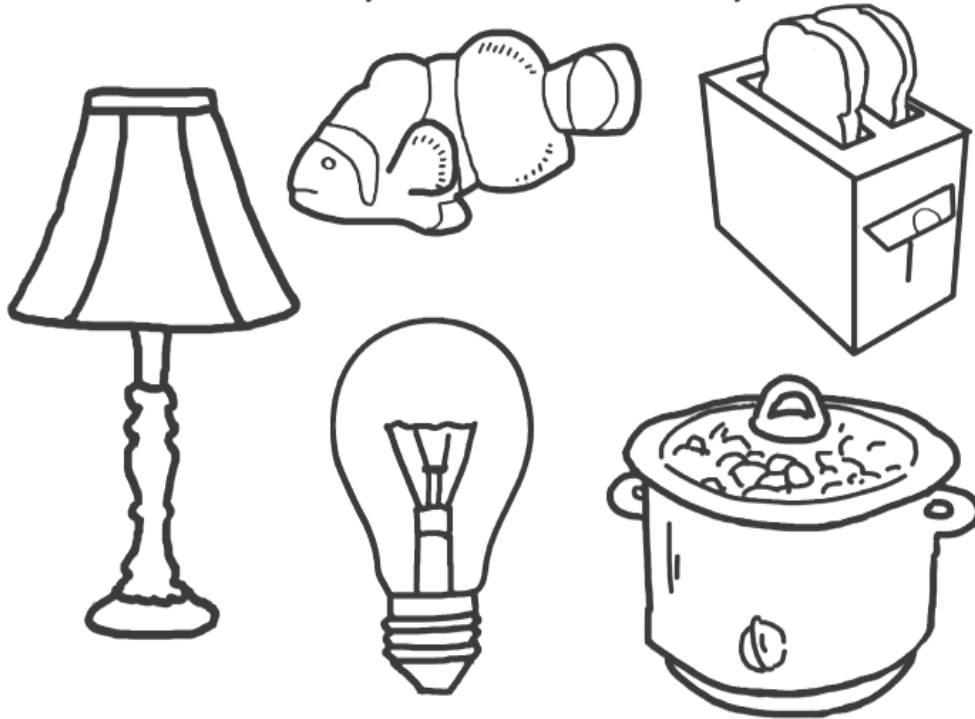
1. Have the students name one thing that uses electricity in their house or classroom (You may get duplicate answers).
2. Remind the students that things that run on electricity can be dangerous if we don't use them the right way. So if they ever see something that looks dangerous, tell an adult for safety.

Providing energy education to students in the communities we serve.
That's our Promise to Michigan.

Name _____

Circle the items that run on electricity.

Electricity is part of nature, so it wasn't invented, it was discovered.
Always be safe around electricity.



©2012 Consumers Energy

www.consumersenergy.com/kids

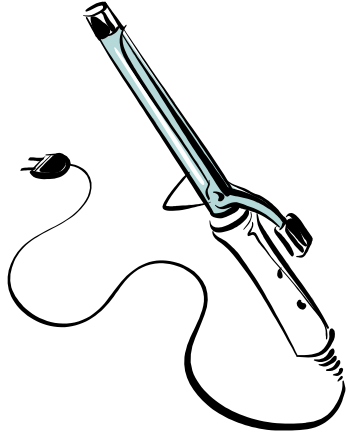


Draw and color two more things that use electricity:

--	--

For more great lesson plans and other resources visit:
www.ConsumersEnergy.com/kids

Providing energy education to students in the communities we serve.
That's our Promise to Michigan.



For more great lesson plans and other resources visit:
www.ConsumersEnergy.com/kids