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OBI Lesson Plan #6

Science-1st Grade

TEKS: The student is expected to identify and discuss how different forms of energy such as light, thermal, and sound are important to everyday life (112.12.b.6.A).

Formal Objective: The student will identify different forms of energy as light, thermal, or sound with a 50% degree of accuracy rating.

Mental Set: Who has seen mom or dad change a lightbulb? (**Ask a few volunteers to share**) I brought a new lightbulb, so we could change the broken light in our classroom reading corner lamp together! (**Change the lightbulb while the students watch**) What you just watched is called light energy!

Rationale: Why do we need to know the different forms of energy? These forms of energy help us to do the things we love to do like listen to music, watch tv, and eat a yummy dinner with our families. If we didn't know about these forms of energy, we would never be able to do these fun things!

Stated Objective: Today we are going to learn about the three different forms of energy: light, heat, and sound.

Teacher Input/Modeling:

As we learned last week, energy is the ability to do work. It is how things change and move. This week we are learning about the three forms of energy which are light, heat, and sound. Light energy is the only energy visible to the human eye. We use our vision to detect light energy (**Turn lights off and on**). See! That is light energy, since we can see it. Heat energy is when energy transfers from one object to another when the objects are at different temperatures. We use our touch to detect heat energy. Come take turns standing by the heater at the front of the classroom (**Give each student time to feel the heat**). That is heat energy, since we can feel it. Sound energy is when a force causes an object to vibrate. We typically use our hearing to detect sound energy, but we can also use our hands to feel the vibrations. Come take turns listening to and feeling the speaker while I play some music (**Give each student time to listen to and touch the speaker**). That is sound energy, since we can hear it and feel the vibrations.

Now, we are going to go on a hunt around the school to find each form of energy. For example, when we see a light, we can label it as light energy! I will point out a few, but you guys can also raise your hands to label energy when you see it! We will discuss our findings when we come back. (**Walk around the school pointing out the three forms of energy and discuss the class' findings when back in the classroom**)

Check for Comprehension:

Comprehension questions:

1. What is light energy?
2. What's an example of thermal energy?
3. What is sound energy?

Guided Practice/Modeling:

Now I'm going to give each of you a whiteboard. When I call out a form of energy, you are going to draw a picture of this energy. For example, if I called out "light energy," you might draw a picture of a lightbulb (**Demonstrate drawing a lightbulb on the board**). When you finish, we will share our drawings with the class.

(Complete a few rounds of this activity)

Extension: Have the students pair up and go on a search around the classroom for the three energy forms. Ask them to fill out the worksheet below:

Energy Form:	Light	Thermal	Sound
Example One:			
Example Two:			

Re-teaching: Work with the students one-on-one to develop a better understanding of the different forms of energy. Play the YouTube video "Energy and Different Forms of Energy with Examples" (https://www.youtube.com/watch?v=1JdvH_8cz-I) to provide students with a clear visual representation of the information being taught.

Closure: Tonight, I want you to go on a search around your house looking for different forms of energy. On your worksheet, I want you to write down two examples of light energy, two examples of heat energy, and two examples of sound energy that you discover in your house tonight.

Example worksheet:

Energy Form:	Light	Heat	Sound
Example One:			
Example Two:			