

Title of Lesson: Exploring Energy

By: Jennifer Kolb

Subject: Science

Grade Level: 6<sup>th</sup>

State Standards/ Indicators Addressed:

Standard 2: **Physical Science**

Benchmark 4.2: The student understands that when work is done energy is transformed from one form to another, including mechanical, heat, light, sound, electrical, chemical, and nuclear energy, yet is conserved.

Technology equipment needed: computer with internet connection,

Activity Instructions/ Directions:

Students will go the internet site:

<http://www.energyquest.ca.gov/index.html>

This is the Energy Quest homepage. Students will click on the monitor in the picture, which brings up the “Energy Story” (<http://www.energyquest.ca.gov/story/index.html>)

- 1) Read the Energy Story as a class
- 2) Students will be divided into groups and each group is assigned a chapter from the energy story.
- 3) Each group will read their chapter and create a presentation about their energy chapter to the class following the attached rubric
- 4) Presentations will be graded using the attached rubric

Students will write a one to two sentence summary of something they learned from each presentation. This will be handed in for a grade.

Names: _____	_____	_____	Chapter: _____	_____
	<b>Exploring</b>	<b>Energy</b>	<b>Rubric</b>	
<b>Points</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>0</b>
<b>Content/ Information</b>	Accurate and concise; all relevant information is presented completely; gives accurate description of chapter.	Information is accurate; relevant information is present with some details missing; states all principles involved and describes most aspects of chapter.	Information has some errors; most of the relevant information is present; states some of the principles covered in chapter.	Major errors in information presented; not all relevant information presented; names a few or none of the principles presented in chapter.
<b>Diagram</b>	Neatly drawn; fully labeled; clearly illustrates the principles involved.	Some roughness to the diagram; not all labels present; illustrates the principles involved.	Diagram is messy; few or no labels; principles not clearly conveyed.	No diagrams used.
<b>Understanding of the Topic</b>	Presenters convey an outstanding understanding of the material	Presenters convey a good understanding of the material	Presenters lack a complete understanding of the material	Presenters have a poor understanding of the material
<b>Total</b>				—