Energy

Grades 1-3

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Illustrated by Jim Caputo

About the Author:
Melissa White-Fournier has been creating educational materials for children for more than 11 years. Previously, she was a private teacher and nanny for five children. She taught pre-K through grade two while living in Switzerland, Hawaii, and the Pacific Northwest. Today, she lives in Texas with her husband, two cats, two dogs, and three ferrets.

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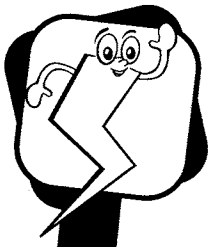


What Kind of Energy Is It?

Types of Energy

There are many kinds of energy. Sound, light, heat, and electricity are all kinds of energy. Even a magnet sticking to a refrigerator uses a kind of energy.

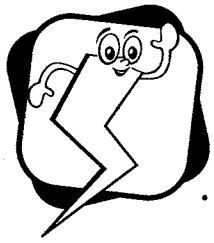
Your teacher is going to show you things that give or use energy.

what to do

predict — Guess what will happen for each thing your teacher does.

observe — Draw what you see, hear, and feel.

conclude — What kind of energy did each use, give, or make?



What Kind of Energy Is It?

Name: _____

Worksheet

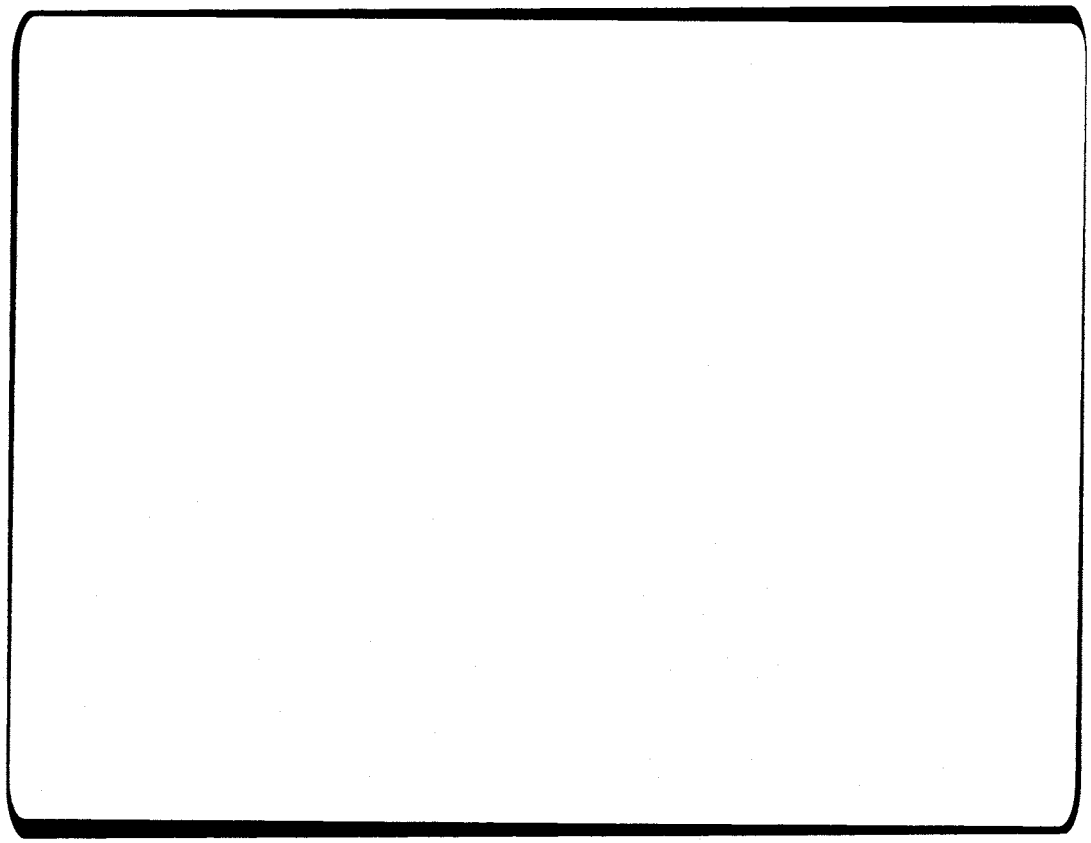
Object: _____

What do you think will happen?

_____

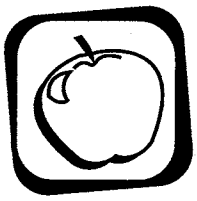
_____

What did I hear, see, smell, or feel?



Circle the kinds of energy that you observed.

electric	heat	light	magnetic	sound



Food Energy

Teacher Notes

Which Uses More Energy? (page 21)

Materials you will need:

- chairs
- stopwatches

The grouping suggestion for this experiment is groups of three students. Divide students into groups of three. For each group, assign a student to use the stopwatch, one to do the activity, and the third to record observations. Within each group, all students should take turns so they each get to do all of the roles.

Food for Plants (page 23)

In this experiment, students will explore if plants can grow and thrive without sunlight. To test this hypothesis, students will attempt to grow one plant in sunlight and another plant in the dark.

Materials for this experiment:

- plants: two per student; leafy plants of the same size and type; they should require medium to full sunlight (pothos vines are hearty and inexpensive plants that require medium sunlight). These plants can be found at home improvement stores or outdoor garden centers of discount and department stores.
- sunlit location such as a window sill or outdoors
- a dark location such as a closet or cupboard
- labels for the plants

The grouping suggestion for the experiment is student pairs. Allow students to continue to care for the plants in the sunlit environment. Sickly leaves should be trimmed to allow new growth. Once all plants are thriving, have students decorate the pots and take home.

Make a Food Web (page 27)

A food chain is easier for students to grasp, but it is a gross oversimplification of reality. Students should be encouraged to move beyond the idea of a food chain to a food web. They should be assisted in understanding that all plants and animals are interconnected through food relationships. In this activity, students are encouraged to find the many connections that exist within a small group of plants and animals. If students do not draw many lines between the plants and animals, encourage them to draw more lines. A question at the end of the worksheet encourages students to make the distinction between a food chain and a food web. Discussion will assist students to recognize the complexity of relationships between plants and animals in nature.

Extension:

Students can be encouraged to add additional plants and animals of their own choosing to the food web by drawing them in the empty space on the edges of the page, and then draw their connections to the other plants and animals in the existing food web.

Food Energy

Where Do We Get Our Energy?

Name: _____

We need energy to grow and do things.
We get energy by eating food.

Draw lines from the boy to the things that give him energy: