** LESSON PLAN** 

|  |  |
| --- | --- |
| **SCHOOL** | Szkoła Podstawowa nr 2 im. K.K.Baczyńskiego w Puławach |
| **THEMATIC AREA** | ENERGY |
| **TEACHER** | Magdalena Gawrońska |
| **SUBJECT** | Eco-Active save Energy. |
| **AGE GROUP**  (approximately) | 9-10 year olds (younger groups) |
| **TIME REQUIRED** | 45 minutes |
| **PLACE** | classroom |
| **LESSON OBJECTIVES** | **Student:**  - forms statements concerning the actions, which can be undertaken in order to save the energy in their place of living;  - enumerates energy saving activities;  - understands the importance of saving energy;  - indicates the possibilities of how we can save the energy;  - cooperates with peers during the activities;  - develops language skills; - learns vocabulary concerning Energy. |
| **LESSONS YOU CAN USE** | * Language (English) * Ecology * Biology * Nature knowledge |
| **CLASS ORGANISATION** | * collective work; * individual work; * group work. |
| **MATERIALS** | -worksheets, materials for group work, |
| **ICT TOOLS** | Multimedia devices – interactive board, film,, Saving Energy "- YouTube, interactive exercise ,,Plug n socket”. |
| **PROCEDURE** | **1. WELCOME** **2. REMINDING OF THE CLASSROOM RULES (PP.5.1, 5.4)** **3. GUESSING THE TOPIC OF THE LESSON**  Students look at the pictures and try to guess first letters of the words. After that they give the solution  Attachment 1  Key:  **E**lephant, **N**ight, **E**ggs, **R**ain, **G**rape, **Y**ellow  **4. RENEWABLE AND NON-RENEWABLE SOURCES OF ENERGY**  ATTACHMENT 2  Students give the names of sources by looking at the pictures and try to remember if they are renewable or non-renewable.  Key:  **BIOMASS  SOLAR RADIATION**  **WATER OIL**  **THE EARTH INTERNAL’S WARMTH  COAL**  **WIND  GAS**  **RENEWABLE:** biomass, water, the Earth internal’s warmth, wind, solar radiation  **NON-RENEWABLE:** oil, coal, gas  **5.** - What does it mean “Renewable” and “Non-renewable” source?         - What may happen if we don’t save the energy?  **6. WATCHING A FILM**  [**https://www.youtube.com/watch?v=1-g73ty9v04&t=44s**](https://www.youtube.com/watch?v=1-g73ty9v04&t=44s)  Students watch the first part of the film “LET’S SAVE ENERGY”. They draw attention to the actions done by family members (0,37m). After watching this part students try to answer the questions:  “What’s wrong ?”  “What are the mistakes they made?”  “ What may happen to the Earth if we behave like the people in the film?  Students watch the next part of the video.  **7. GUESS WHAT IS IT?**  Students are divided into groups. Each group is given 1 description of a household device that consumes energy in the house. They have to give the name of it.  ATTACHMENT 3,4  Key:  IRON, MICROWAVE, TV, VACUUM CLEANER, BOILING POT, ENERGY-EFFICIENT BULB  **8. CRACK THE CODE**  <http://kids.saveonenergy.ca/en/games/crack_the_code.html>  Students work in groups. Teacher distributes worksheets and “English alphabet template”. Students have to crack the code on worksheets by giving the correct English letter to a corresponding number. The winner is the group which has the solution the fastest.  Key:  **EVERY KILOWAT COUNTS  9. INTERACTIVE GAME “ PLUG N SOCKET”**  Students try to make pairs from an expression/word and the picture concerning saving energy.  <http://www.alliantenergykids.com/FunandGames/OnlineGames/KIDS_GAME_PLUG_N_SOCKET> |
| **EVALUATION** | Students list the way how can we save energy in places we live. They give names of sources of energy.  **10. CROSS OUT THE WORDS**  For the end of the lesson groups are given worksheet and the task is to find all the words concerning Energy topic.  **<https://extension.colostate.edu/docs/pubs/consumer/saving-energy-home.pdf>** |
| **ATTACHEMENTS** | FILM  <https://www.youtube.com/watch?v=1-g73ty9v04&t=44s>  WORSHEETS BOOK  <https://extension.colostate.edu/docs/pubs/consumer/saving-energy-home.pdf>  INTERACTIVE GAME  <http://www.alliantenergykids.com/FunandGames/OnlineGames/KIDS_GAME_PLUG_N_SOCKET> |