

ENERGY & SOCIETY KIT

1: Energy Detectives

- W:HW:2** Writing Extensively
- 1 — Writing with frequency, (in and out of school and during summer)
 - 2 — Sharing thoughts, observations and impressions
 - 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)
- W: OC:1** Interactive Listening
- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
 - 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- W:OC:2** Make Oral Presentation
- 1 — Demonstrating skills in discussing and interviewing
- R:LT:4** Generates a Personal Response
- 1 — Relating text to personal experiences
- R:IT:2** Analysis and Interpretation of Informational Texts/Citing Evidence
- 1 — Connecting information in/across texts (combining or comparing)
 - 2 — Synthesizing information in texts (constructing appropriate titles, formulating controlling ideas)

2: May The Source Be With You

- W:SL:1** Applying Understanding of Sentences, Paragraphs, Text Structures
- 1 — Students demonstrate command of the structures of sentences, paragraphs, and text by expressing ideas through pictures and writing sentences towards enhance meaning and varied length.
 - 4 — Applying a format and text structure appropriate for the purpose of writing (given a paragraph, student write next paragraph using appropriate and consistent structure)
- W:RC:2** Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text
- 1 — Stating and maintaining a focus when responding to a question
- W:EW:4** In writing poetry, use language effectively by...
- 2 — Using rhyme, rhythm, meter literary elements

2: May The Source Be With You (cont.)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 3 — Identifying essential elements, interpreting or evaluating the message
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

W:OC:2 Make Oral Presentation

- 1 — Demonstrating skills in discussing and interviewing
- 2 — Using verbal and nonverbal skills in maintaining a focus

W:RC:1 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text

- 1 — Representing understanding of text through pictures, words, sentences or some combination and selecting and summarizing appropriate information to set context/background
- 2 — Summarizing ideas
- 3 — Connecting what has been read to prior knowledge or other texts

R:V:1 Vocabulary Strategies

- 1 — Using strategies to unlock meaning of unfamiliar vocabulary including illustrations, dialogue, dictionaries, glossaries, prior knowledge)

R:LT:4 Generates a Personal Response

- 1 — Relating text to personal experiences
- 2 — Provide details to support conclusion

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)

R:RS:2 Reading Comprehension Strategies

- 1 — Using comprehension strategies (using prior knowledge, predicting, connections, clarifying questions, constructing sensory images) and using text features (tables, etc.)

R:B:2 Participating in Literate Community

- 2 — Participating in discussions about text, ideas, and student writings by offering comments, responding to comments and supporting evidence)

2: May The Source Be With You (cont.)

R:B:3 Reading for Research Across Content Areas

- 1 — Identifying sources of information
- 2 — Evaluating information/sources
- 3 — Gathering, organizing and interpreting information
- 4 — Using evidence to support conclusions

3:Energy Chains

W:HW:2 Writing Extensively

- 2 — Sharing thoughts, observations and impressions
- 3 — Generating topics for writing (journaling, free writes, poetry, scientific observations, personal notes, reading response journals)

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented

R:LT:4 Generates a Personal Response

- 1 — Relating text to personal experiences
- 2 — Provide details to support conclusion

R:IT:1 Initial Understanding of Informational Texts

- 1 — Obtaining information from text features like title and illustrations, table of contents, charts, graphs, glossary, maps, timelines or diagrams)
- 2 — Answer questions with explicitly stated information from text

4: What Powers the Move?

W:OC:1 Interactive Listening

- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
- 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- 4 — Group participation and respecting group dynamics
- 5 — Reaching consensus to solve problems, make decisions or achieve a goal

4: What Powers the Move?

- W:OC:2** Make Oral Presentation
- 1 — Demonstrating skills in discussing and interviewing
 - 2 — Using verbal and nonverbal skills in maintaining a focus
- R:IT:2** Analysis and Interpretation of Informational Texts/Citing Evidence
- 3 — Drawing inferences or conclusions

5: In the Driver's Seat

- W:OC:1** Interactive Listening
- 1 — Following verbal instructions to perform certain tasks, answer questions or solve problems
 - 2 — Summarizing, paraphrasing. Questioning, or contributing to information presented
- R:B:3** Reading for Research Across Content Areas
- 1 — Identifying sources of information
 - 2 — Evaluating information/sources
 - 3 — Gathering, organizing and interpreting information
 - 4 — Using evidence to support conclusions

6: Energy Challenge Game

NONE
