

## Saving Energy Lesson Plan

Consumers Energy's *Saving Energy* Lesson Supports the Michigan Grade Level Content Expectations and Common Core State Standards

<i>Kindergarten</i>
<b>SCIENCE</b>
<b>Inquiry Analysis and Communication</b> <ul style="list-style-type: none"><li>○ S.IA.00.12 Share ideas about science through purposeful conversation</li><li>○ S.IA.00.13 Communicate and present findings of observations</li></ul>
<b>Inquiry Process</b> <ul style="list-style-type: none"><li>○ S.IP.00.11 Make purposeful observation of the natural world using the appropriate senses</li><li>○ S.IP.00.12 Generate questions based on observations</li></ul>
<b>SOCIAL STUDIES</b>
<b>Geography</b> Environment and Society <ul style="list-style-type: none"><li>○ K-G5.0.1—Describe ways people use the environment to meet human needs and wants</li></ul>
<b>ENGLISH LANGUAGE ARTS</b>
<b>Writing Standards (W)</b> Research to Build and Present Knowledge <ul style="list-style-type: none"><li>○ W.K.8—With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</li></ul>
<b>Speaking and Listening Standards (SL)</b> Comprehension and Collaboration <ul style="list-style-type: none"><li>○ SL.K.2—Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood</li><li>○ SL.K.3—Ask and answer questions in order to seek help, get information, or clarify something that is not understood</li><li>○ SL.K.6—Speak audibly and express thoughts, feelings, and ideas clearly</li></ul>
<b>Language (L)</b> Conventions of Standard English <ul style="list-style-type: none"><li>○ L.K.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</li></ul>

Providing energy education to students in the communities we serve.  
That's our Promise to Michigan.

---

## First Grade

### SCIENCE

#### Inquiry Analysis and Communication

- S.IA.01.12 Share ideas about science through purposeful conversation
- S.IA.01.13 Communicate and present findings of observations

#### Inquiry Process

- S.IP.01.11 Make purposeful observation of the natural world using the appropriate senses
- S.IP.01.12 Generate questions based on observations

### SOCIAL STUDIES

#### Public Discourse, Decision Making, and Citizens Involvement

##### P4.2 Citizen Involvement

- 2 – P4.2.2 Participate in projects to help or inform others

### ENGLISH LANGUAGE ARTS

#### Writing Standards (W)

##### Research to Build and Present Knowledge

- W.1.8—With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

#### Speaking and Listening Standards (SL)

##### Comprehension and Collaboration

- SL.1.3—Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood

#### Language (L)

##### Conventions of Standard English

- L.1.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

---

For more great lesson plans and other resources visit:  
[www.ConsumersEnergy.com/kids](http://www.ConsumersEnergy.com/kids)

Providing energy education to students in the communities we serve.  
That's our Promise to Michigan.

---

## Second Grade

### SCIENCE

#### Inquiry Analysis and Communication

- S.IA.02.12 Share ideas about science through purposeful conversation
- S.IA.02.13 Communicate and present findings of observations

#### Inquiry Process

- S.IP.02.11 Make purposeful observation of the natural world using the appropriate senses
- S.IP.02.12 Generate questions based on observations

### SOCIAL STUDIES

#### Public Discourse, Decision Making, and Citizens Involvement

##### P4.2 Citizen Involvement

- 2 – P4.2.2 Participate in projects to help or inform others

### ENGLISH LANGUAGE ARTS

#### Writing Standards (W)

##### Research to Build and Present Knowledge

- W.2.8—Recall information from experiences or gather information from provided sources to answer a question

#### Speaking and Listening Standards (SL)

##### Comprehension and Collaboration

- SL.2.3—Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

#### Language (L)

##### Conventions of Standard English

- L.2.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

### Lesson Outcome

Students will identify how they can save energy around their home. They will use simple observations to help them understand how much electricity they use every day. They will discuss the steps they can take to conserve energy by reducing wasteful energy uses.

### Rationale / Purpose for Lesson

This lesson will provide students an opportunity to investigate how energy in the form of electricity is used in their home. Students will gain an appreciation of how often they use electricity and why it is such an important resource. This lesson will allow students to think critically about the way they use electricity and identify habits that are wasteful.

### Resources / Materials Required

- Print off one energy observation spreadsheet per student

### Anticipatory Set

Start the lesson by discussing the fact that electricity is something that comes to our houses and schools and must be paid for based on how much we use. Allow students to share their existing knowledge about electricity, especially things in their homes that are powered by electricity. Give students 2-3 minutes to list different things that use electricity around their homes and their school. Spend time explaining that some things they use everyday use energy but not necessarily electricity (Batteries, natural gas, etc).

Providing energy education to students in the communities we serve.  
That's our Promise to Michigan.

---

### Procedures

1. Provide each student with a copy of the attached handout.
2. Instruct students over the course of 1-2 days, to record when they use an electric appliance, including light switches.
3. Once students have completed the recording process spend a day in class discussing closure questions.

### Closure

1. How many times each day did you use electricity?
2. Which appliance did you turn on most frequently?
3. Which appliance ran for the longest amount of time? (Highest amount of hours)
4. What are some ways we can help save and conserve energy in our homes?
5. How many of these appliances didn't exist when your grandparents were children?  
Do you think they used more or less electricity than you do and why is that important?

