

Where Does Energy Come From?

**Third Grade
Activity: 6
Time: 1-2 Class Periods**

General Description

Students will create a brochure describing where the fuels we use everyday come from, specifically those from the Earth.

Objectives

Students will identify Earth materials which we use to produce gasoline, propane, and the gas in our homes. Students will identify the Earth materials that we use to generate electricity.

Students will create a brochure to demonstrate their understanding of how humans use Earth Materials as a fuel.

Arizona State Standards

SC03 S6C1 PO6 Describe ways humans use Earth materials (e.g., fuel, building materials, and growing food)

R03 S3C1 PO3 Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics, key words) in expository text

R03 S3C1 PO4 Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information

W03 S3C2 PO3 Write in a variety of expository forms (e.g., summary, newspaper article, reflective paper log, and journal).

Teacher Background

Collect a variety of resources for the students to gather information about where we find fuel in Earth materials. For example, coal is an Earth material, one which is found in large amounts in Pennsylvania and Virginia. We use coal to generate electricity.

Materials (per student)

Research materials

Paper to write down information

Model of a brochure

Construction paper

Magazines (to cut pictures from)

Markers/colored pencils

Brochures from a variety of places

Procedure/Exploration

1. Demonstrate what a brochure is, telling the students that they will be creating their own. (See picture below)
2. Brainstorm with the students what energy is and what they use it for. (Running, electricity, fire, heat.)
3. Brainstorm where they think those forms of energy come from. (Running around-food that we eat, electricity-coal, gas, oil, wind, water, etc.)
4. Identify which of those sources are considered Earth materials
5. Share with them the resources that you have available for them to use to find out about all the different forms of energy and fuel that is used to create it.
6. Provide guidance as they work
7. Have the students share their work.

