

PILES OF PICTURES

Essential Question: **What makes things go?**



Overview

Students categorize pictures of things that move according to their source of motion, and make bar graphs.

Assessment

Can students

- Match things that move with their source of motion?

Vocabulary

- Fuel
- Gasoline
- Energy
- Battery
- Electricity

Teacher Information and Procedure

Prior knowledge for students: None

Source: New

(Graphics from Depositphotos.com)

Materials needed

Magazines, catalogs, and/or other sources of pictures of things that run or move.

Wall or board space, “Titles” in large print: Battery, Electricity, Gasoline, Wind, Water, Food Energy

What to do in advance

- Make a “pile of pictures” of things that move and things that run on batteries and electricity. If you wish, students can help to find and cut out pictures from magazines and glue them on to construction paper, and the “search for things that run and move” can be part of the lesson. Parent volunteers could help with this.
- Pictures should include things that run on batteries (flashlights, radios, etc.) electricity (clocks, computers, TVs, fans), and gas (boats, snow machines, motorcycles, cars), as well as things that run on “food energy” (dog sleds, bicycles, kayaks), wind (kites, flags, sailboats, wind socks), water (rafts, fish wheels).

Teaching the Lesson

Gear-up

Be active. Run or do a dance. Ask students what they need in order to “go”. Discuss the idea that people and animals get energy from food. Things that aren’t alive get energy in other ways. Look at different items in the room that run on electricity versus batteries.

Explore

Mix up the pictures and have students come up, one at a time, to choose a picture and tell the category, then tape or tack it to the wall under the appropriate category.

Hand out the “Bar Graph Sheet” and have students count the number of items in each category and make a bar graph.

Generalize

How many things did we find that run on _____?

Can you think of other things that run on _____?

Can you think of other things that make something run or go?

Assess

Ask students to complete the “matching” exercise to show what they know about “what makes things run?”

Extensions, adaptations, and more resources

Play charades to act out things that move. Fasten the pictures together to make a book of “Things that Move”.

Alaska Standards Addressed

Science GLEs

AAAS “Benchmarks for Science Literacy”

By the end of 2nd grade, students should

- Be familiar with different ways of making things go, and should consider “What makes it go?” to be an interesting question to ask.

- Describe and compare things in terms of number, shape, texture, size, weight, color, and motion.

- Know that simple graphs can help to tell about observations.

Alaska English/Language Arts and Mathematics Standards (2012)

- RI.K-5.3, RI.K-5.4
- WS.K-5.2

Matching

Name _____



Battery



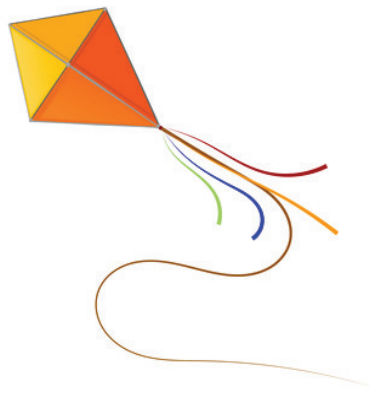
Electricity



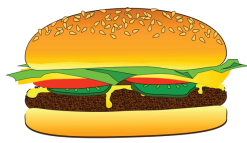
Gasoline



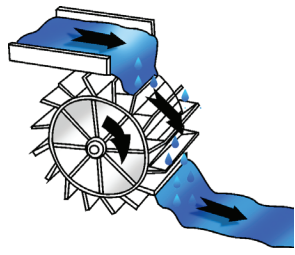
Wind



Water









Food Energy



Motion Bar Graph

Name _____

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