Workbook Preview

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Grade 1 – Science Unit

ENERGY IN OUR LIVES

	Curriculum Expectations	Pages
C1.1	describe their own and their family's uses of energy (e.g., to operate lights, video games, cars, computers); identify ways in which these uses are efficient or wasteful, taking different points of view into consideration (e.g., the point of view of a parent, a sibling, a member of their extended family); suggest ways to reduce personal energy consumption; and explain why it is important for people to make these choices	69-71, 86-89, 95-97, 100-101, 104, 106-109, 112-114
C1.2		8
C2.1		28-32, 56-57,
C2.2	principal source of energy, warms the air, land, and water; is a source of light for the earth; and makes it possible to grow food	67-68, 72, 74-78, 84-85, 110-111
C2.3	identify food as a source of energy for themselves and other living things	69-72, 74-79, 82-85
C2.4	identify everyday uses of various sources of energy (e.g., food to help animals, including humans, survive and move; natural gas to heat homes and schools; petroleum to power cars and buses; electricity to power lights; batteries to power toys)	84-97, 99-104
C2.5	demonstrate an understanding that humans get the energy resources they need from the world around them (e.g., the wood, oil, and gas to heat our homes and cook our food) and that the supply of many of these resources is limited so care needs to be taken in how we use them	95-97, 105-109
C2.6	describe seasonal differences in how we use energy and in the forms of energy we use	112-114

Preview of 90 pages from this product that contains 185 pages total.

Grade 1 Science Unit

Strand A - STEM Investigation and Communication Skills

	Curriculum Expectations	Pages
A1.1	use a scientific research process and associated skills to conduct investigations	51-52
A1.2	use a scientific experimentation process and associated skills to conduct investigations	33-34, 54-55, 60-61, 65-66
A1.3	use an engineering design process and associated skills to design, build, and test devices, models, structures, and/or systems	16-24, 27, 45, 49-50, 54-55
A1.4	follow established health and safety procedures during science and technology investigations, including wearing appropriate protective equipment and clothing and safely using tools, instruments, and materials	16-24, 27, 45, 49-50, 54-55, 60-61, 65-66
A1.5	communicate their findings, using science and technology vocabulary and formats that are appropriate for specific audiences and purposes	16-24, 27, 45, 49-50, 60-61, 65-66
A2.1	write and execute code in investigations and when modelling concepts, with a focus on creating clear and precise instructions for simple algorithms	73, 110-111
A2.2	identify and describe impacts of coding and of emerging technologies on everyday life	N/A
A3.1	describe practical applications of science and technology concepts in their home and community, and how these applications address real-world problems	53, 64
A3.2	investigate how science and technology can be used with other subject areas to address real-world problems	51-53, 64
A3.3	analyse contributions to science and technology from various communities	51-52

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NAME: _____

ENERGY IN OUR LIVES



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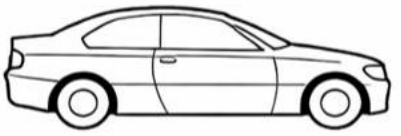
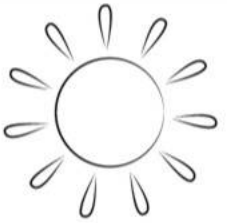
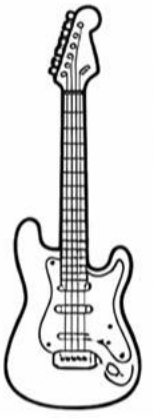
Name: _____ 8

Curriculum Connection
C2.1

What is Energy?

Energy is used to make the things you see or do happen.

- Energy is used to move things
- Energy is used to make light
- Energy is used to make sound
- Energy is used to make heat
- Energy is used to make things grow
- Energy is used to cook your food

PREVIEW

Draw a picture of the different ways energy is used.

Something Moving	Something Making Light	Something Making Sound
Something Making Heat	Something Growing	Food Being Cooked

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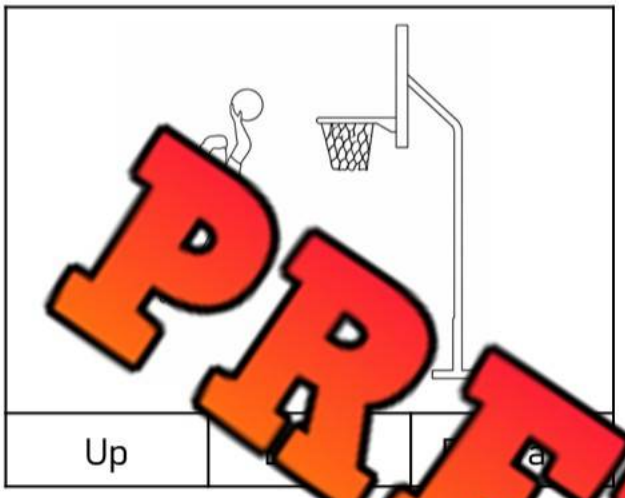
Name: _____ 10

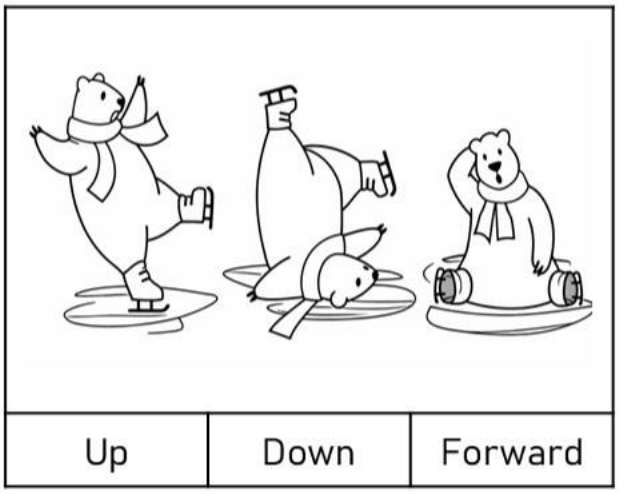
Curriculum Connection
C2.1

Movement

Questions Circle how the person/animal/object is moving in the pictures below

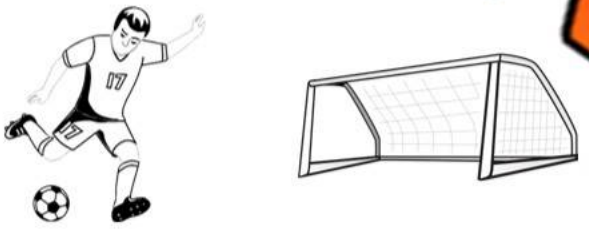


Up		



Up	Down	Forward

The ball is moving...



Towards the net	Away from the net



Forwards	Backwards	Sideways

The puck is moving...



Forwards	Backwards	Sideways



Forwards	Backwards	Sideways

PREVIEW

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Name: _____ 18

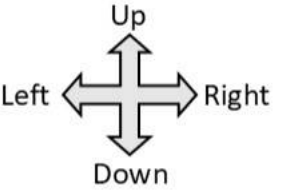
Curriculum Connection
A1.3, A1.4, A1.5

Following Directions – Up, Down, Left, Right

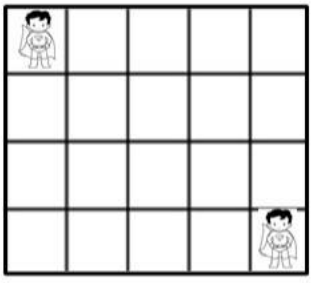
When we move something or someone from one location to another, we describe the movement using direction and distance.

Directions – Left, Right, Up, Down
Distance – Steps, Metres

Example of movement – the child went down 3 steps, a[illegible]t 4 steps.

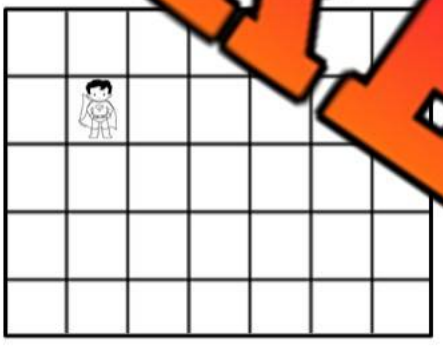


start

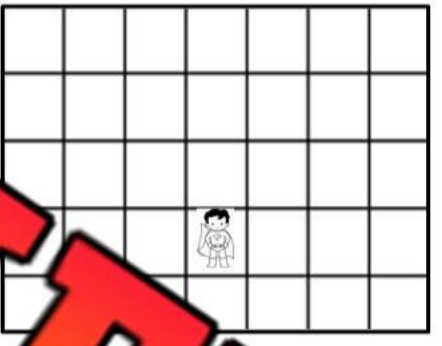


Quest[illegible]ut [illegible]here you think the child will end up.

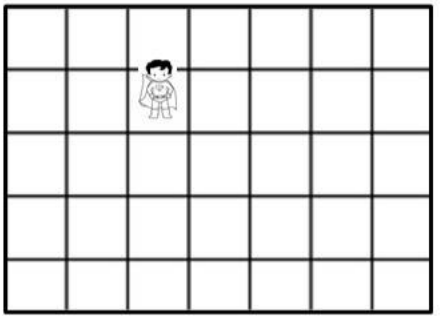
1) Directions – [illegible], ri[illegible] steps



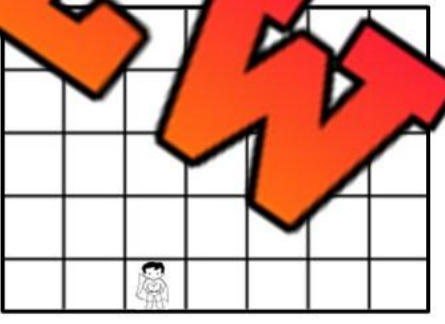
2) Directions – up 2 steps, right 2 steps



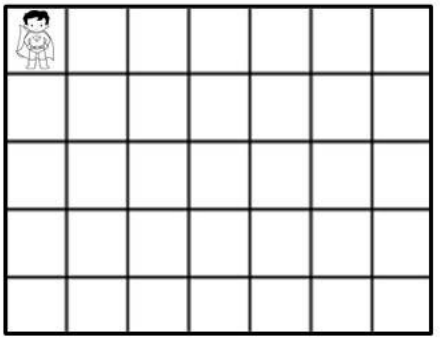
3) Directions – down 3 steps, right 3 steps



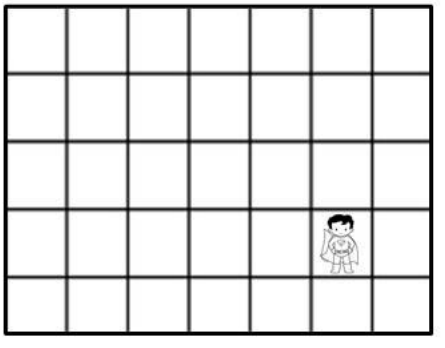
4) [illegible] – up 4 [illegible], right 2 steps



5) Directions – down 4 steps, right 5 steps



6) Directions – up 2 steps, left 4 steps



PREVIEW

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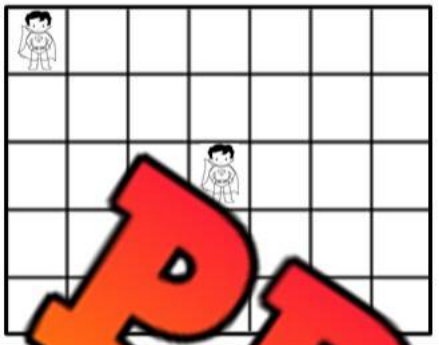
Name: _____ 20

Curriculum Connection
A1.3, A1.4, A1.5

Describing Directions – Up, Down, Left, Right

Questions Describe how the child moved from the start to the end.

1) start

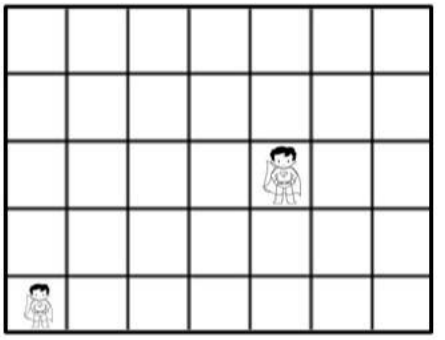


Move _____ _____ spaces

Move _____ _____ spaces

Up
Left Right
Down

2)

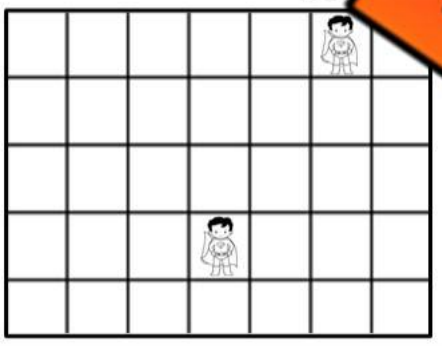


start

Move _____ _____ spaces

Move _____ _____ spaces

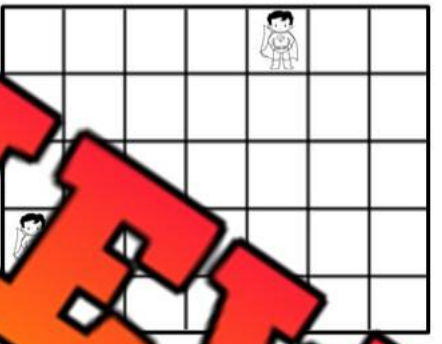
3)



Move _____ _____ spaces

Move _____ _____ spaces

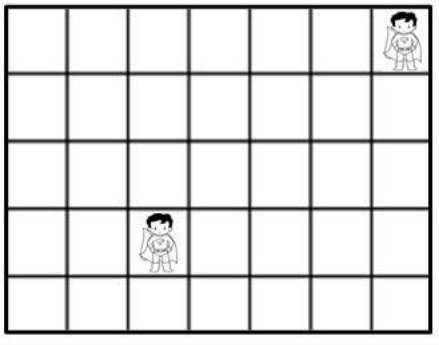
4)



Move _____ _____ spaces

Move _____ _____ spaces

5) start

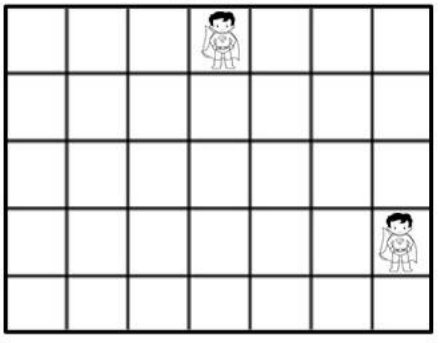


Move _____ _____ spaces

Move _____ _____ spaces

Up
Left Right
Down

6) start



Move _____ _____ spaces

Move _____ _____ spaces

PREVIEW

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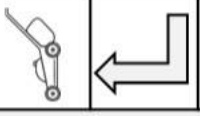
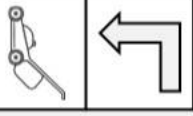
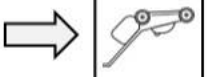
Name: _____ 22

Curriculum Connection
A1.3, A1.4, A1.5

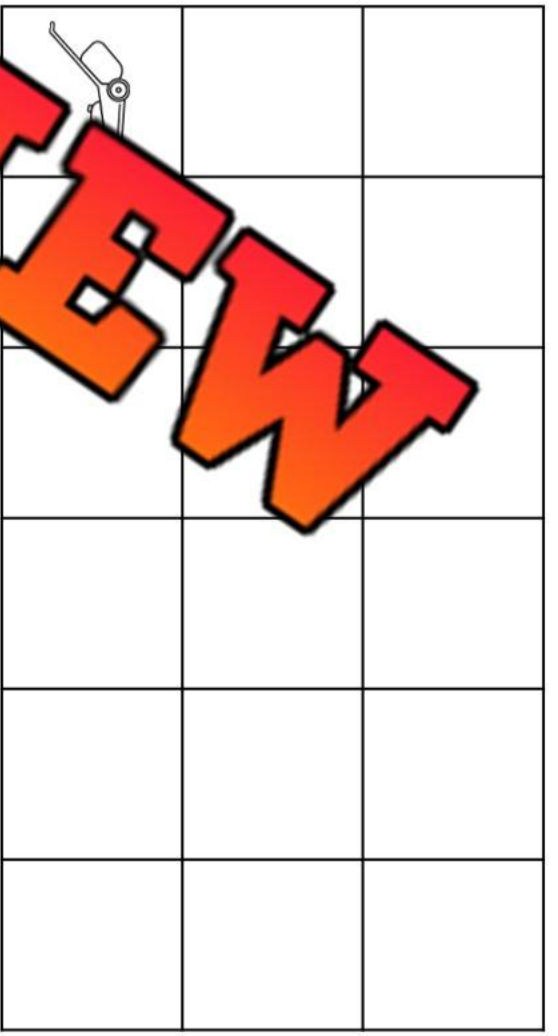
Coding – Robot Lawn Mower

This is a self-driving lawn mower	Right makes it turn right	Left makes it turn right	Forward makes the car move forward by the number shown
			
It und... ...ands	**Right**	**Left**	**Forward 2**

PREVIEW

Directions W... ode t... ...lawn mower to cut the field of grass.

Codes – Forward, Turn..., Tu...	
Line 1	
Line 2	
Line 3	
Line 4	
Line 5	
Line 6	
Line 7	
Line 8	
Line 9	



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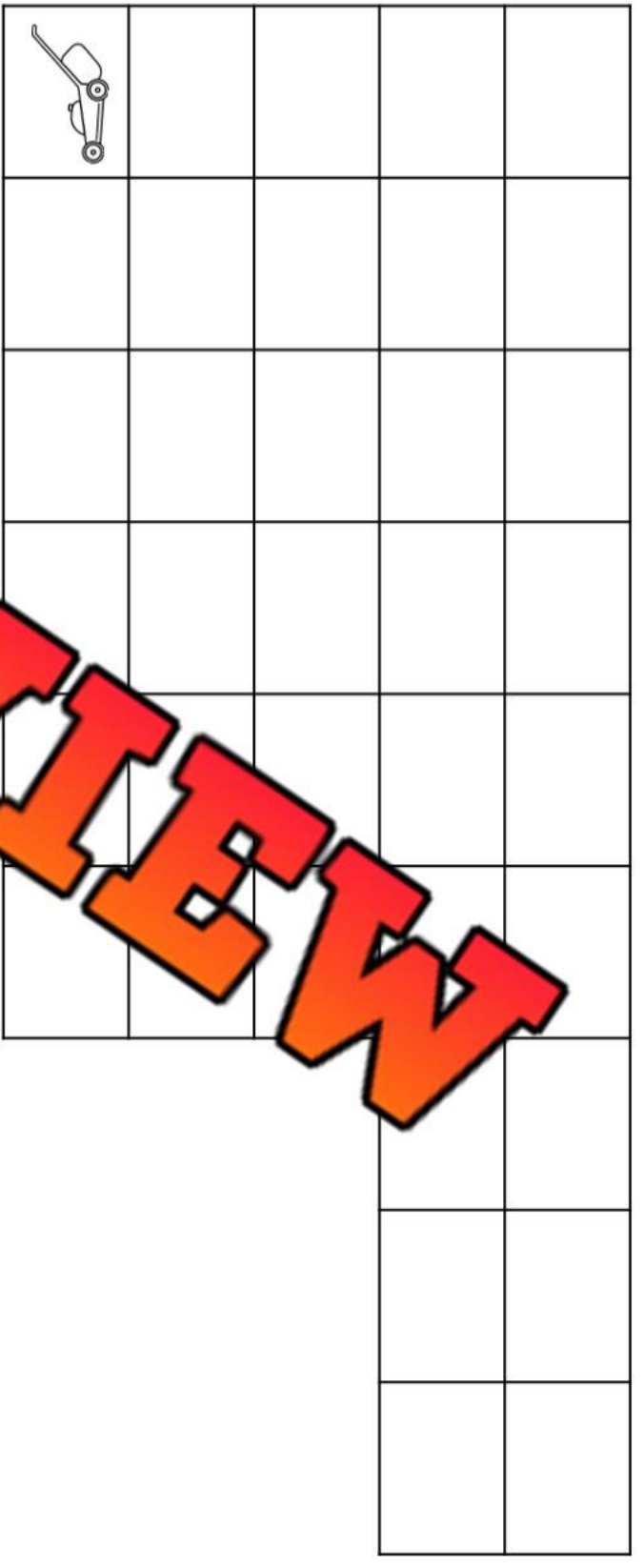
Name: _____ 23

Curriculum Connection
A1.3, A1.4, A1.5

Directions Write code to get the lawn mower to cut the field of grass.

Codes – Forward, Turn Left, Turn Right	
Line 1	
Line 2	
Line 3	
Line 4	
Line 5	
Line 6	
Line 7	
Line 8	
Line 9	
Line 10	
Line 11	
Line 12	
Line 13	
Line 14	
Line 15	
Line 16	
Line 17	
Line 18	
Line 19	
Line 20	
Line 21	



PREVIEW

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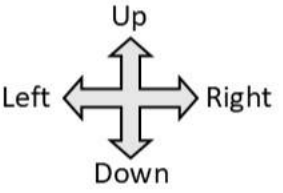
Name: _____ 24

Curriculum Connection
A1.3, A1.4, A1.5

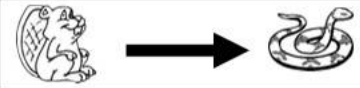
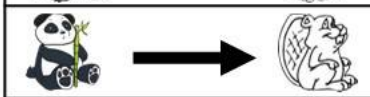
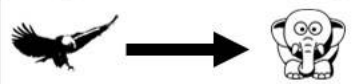
Describing Directions – Up, Down, Left, Right





PREVIEW

Questions Explain the directions to get from the [illegible] second.

Symbols	Directions
	Go right 2 and down 2
	
	
	
	
	

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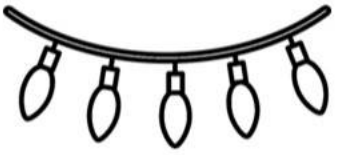
Name: _____ 25

Curriculum Connection
C2.1

Energy – Movement

When something moves or changes, energy has made it happen. When wind blows a tree branch, the wind energy has made the movement. When we see a lamp light up, we have seen a change. Energy made the change happen.



Things that don't move or change, don't use energy. Our feelings [illegible] energy. A cup at rest is not using energy.

PREVIEW

Energy [illegible]e pictures below that show energy was used



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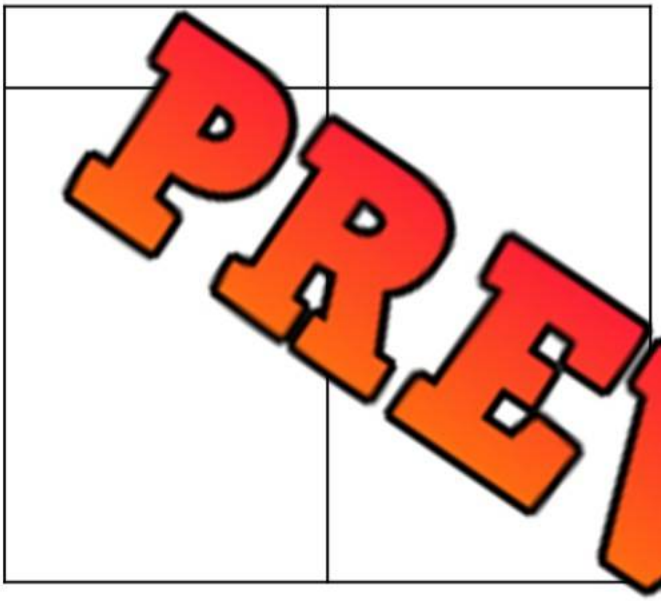
Curriculum Connection
C2.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

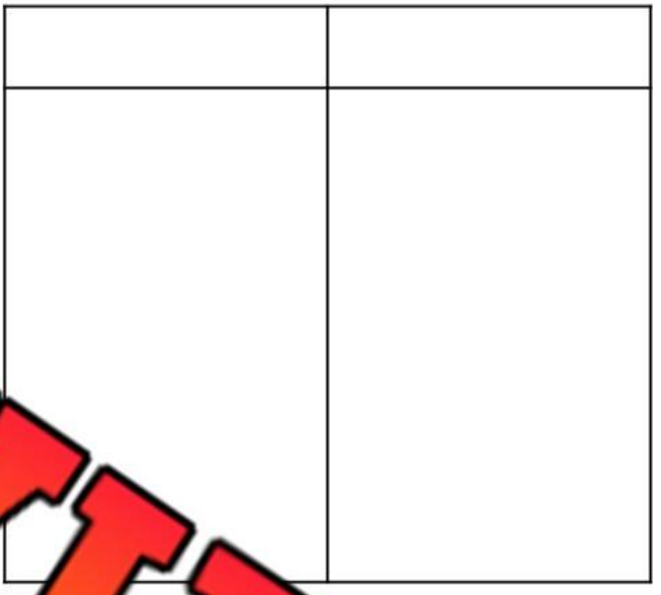
Name: _____ | Mark

Draw 1 thing that uses energy and 1 thing that does not.



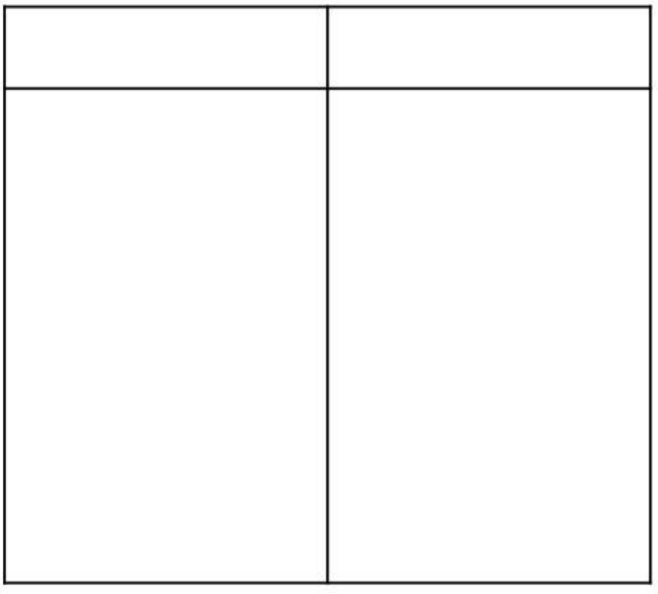
Name: _____ | Mark

Draw 1 thing that uses energy and 1 thing that does not.



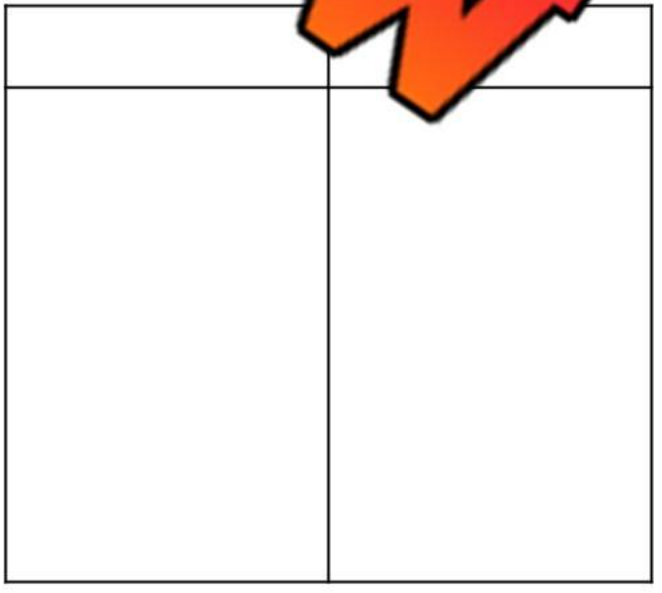
Name: _____ | Mark

Draw 1 thing that uses energy and 1 thing that does not.



Name: _____ | Mark

Draw 1 thing that uses energy and 1 thing that does not.



PREVIEW

Name: _____ 28

Curriculum Connection
C2.1

Light Energy

Light energy is a form of energy that we can see. Sunlight is the biggest form of light energy. We can see sunlight during the day when it isn't dark outside. When the sun sets, the sun's light energy is gone. But don't worry, hu ns have invented other forms of light energy – light bulbs, ca es, fireworks, and flashlights.



Draw D urces of light energy.



PREVIEW

Sunlight	Flashlight	
Fire	Fireworks	Lightbulb

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Curriculum Connection
C2.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Circle Yes or No for each question.

Mark

1) Is light energy something we can see?	Yes / No
2) When the sun sets, is there still sunlight outside?	Yes / No
3) Is a flashlight a source of light energy?	Yes / No
4) Is a chair a source of light energy?	Yes / No
5) Is darkness a type of light energy?	Yes / No

Name: _____

Circle Yes or No for each question.

Mark

1) Is light energy something we can see?	Yes / No
2) When the sun sets, is there still sunlight outside?	Yes / No
3) Is a flashlight a source of light energy?	Yes / No
4) Is a chair a source of light energy?	Yes / No
5) Is darkness a type of light energy?	Yes / No

Name: _____

Circle Yes or No for each question.

Mark

1) Is light energy something we can see?	Yes / No
2) When the sun sets, is there still sunlight outside?	Yes / No
3) Is a flashlight a source of light energy?	Yes / No
4) Is a chair a source of light energy?	Yes / No
5) Is darkness a type of light energy?	Yes / No

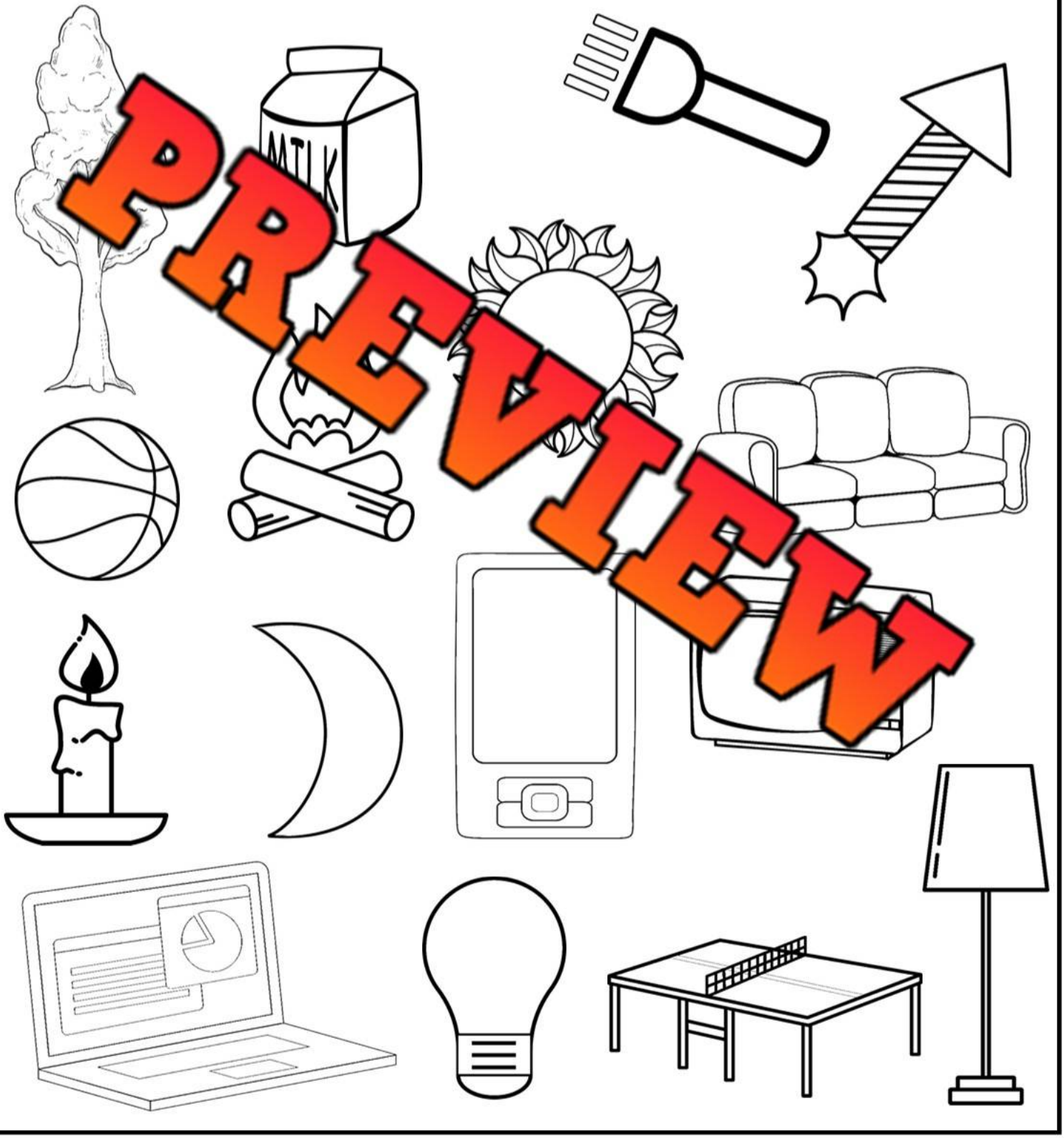
PREVIEW

Name: _____ 30

Curriculum Connection
C2.1

Light Energy

Colour Colour the sources of light energy.



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Name: _____ 31

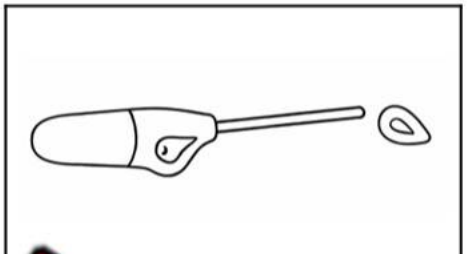
Curriculum Connection
C2.1

Natural and Human-Made Light

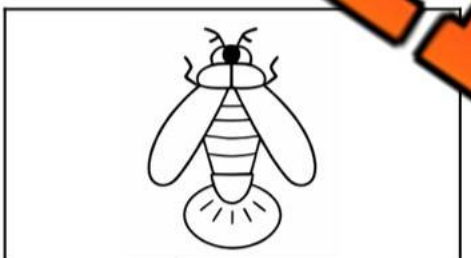
Natural light is energy made without humans. Human-made light is made by us.

Natural or Human-Made Circle whether the picture is natural or human-made light.

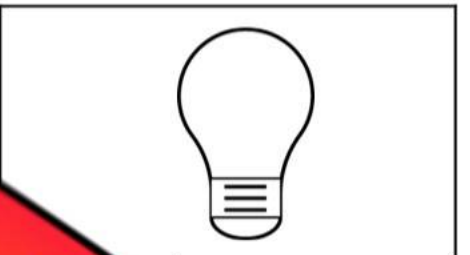

Natural | Human-Made


Natural | Human-Made

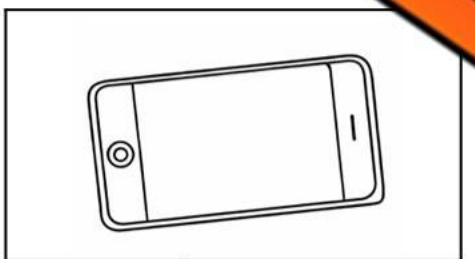

Natural | Human-Made


Natural | Human-Made


Natural | Human-Made


Natural | Human-Made

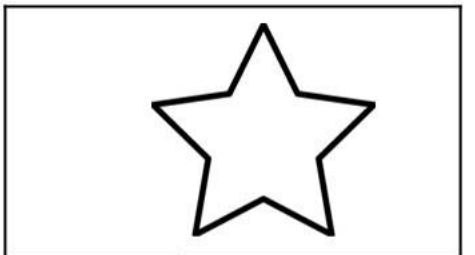

Natural | Human-Made


Natural | Human-Made


Natural | Human-Made


Natural | Human-Made


Natural | Human-Made


Natural | Human-Made

PREVIEW

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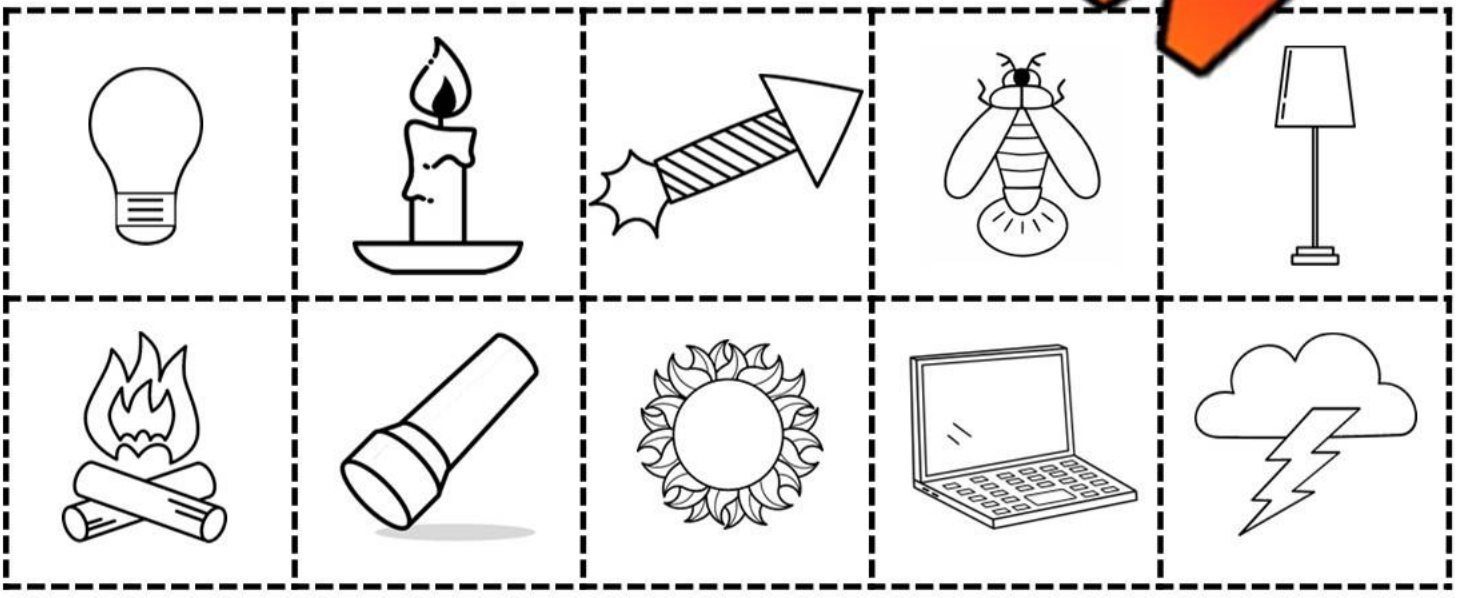
Name: _____ 32

Curriculum Connection
C2.1

Questions Cut and paste the light sources putting them in the right category.

Natural Light	Human-Made Light

PREVIEW



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Name: _____ 33

Curriculum Connection
A2.1

Coding – Human Made and Natural Light

Directions Read the program and follow the instructions to draw the output.

If ► is clicked
y the flashlight (bigger)
Turn e shlight (upside down)
Col e fl (green)
Add a ( ) nd

PREVIEW

Original	ut
	

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Name: _____ 35

Curriculum Connection
C2.1

Light Energy

Fill in the Blanks

What is the missing word?

1) Light energy is energy we can _____.	See	Feel
2) A TV [illegible]ff _____ energy.	Light	Heat
3) Th[illegible]ggest [illegible]f light energy is the ___.	Moon	Sun
4) At night, we [illegible]se [illegible]ight energy.	Lights	Fireflies
5) A computer gives us [illegible]gy.	Natural	Human-made

PREVIEW

Word Search

Find the words from the [illegible] ba[illegible]

I	D	L	I	G	H	T	C	A	N	D	L	E	[illegible]	[illegible]	S	[illegible]
E	C	K	X	A	G	G	P	M	E	A	T	D	T	L	[illegible]	A
N	C	G	F	Z	F	W	T	C	P	B	D	X	B	F	N	V
E	F	S	G	Z	N	A	T	U	R	A	L	V	I	O	H	R	O
R	F	T	M	V	C	H	N	G	E	I	S	G	T	Z	I	P	W
G	C	A	E	Z	H	I	B	H	L	A	I	J	Z	L	D	G	E
Y	O	R	B	X	U	M	Q	E	M	O	V	E	M	E	N	T	R
F	I	K	A	N	M	T	J	H	S	O	X	H	Q	U	F	L	I
F	Y	B	T	K	A	V	M	M	U	R	N	P	T	L	Y	A	F
S	X	Z	L	I	N	J	A	F	N	M	F	L	N	Y	Z	L	D

- Light
- [illegible]y
- [illegible]tural
- Human
- Movement
- Firework
- Candle
- Fire
- Sun
- Star

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Name: _____ 36

Curriculum Connection
C2.1

Heat Energy

Heat energy is a form of energy. We cannot see heat energy, but we can feel it. For example, when you stand near a fire or furnace, you can feel the heat.



Heat energy will change things that we can see. When heat energy is [illegible] on food it will cook the food. For example, when we heat ca[illegible] it will change into a fluffy cake.

PREVIEW

Draw Dra[illegible]ngs [illegible]low that make heat energy.

Fire	Furnace	[illegible]
Stovetop	Volcano	Blow Dryer

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Name: _____ 37

Curriculum Connection
C2.1

Heat Energy

Colour Colour anything that makes heat energy.



PREVIEW

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Name: _____ 39

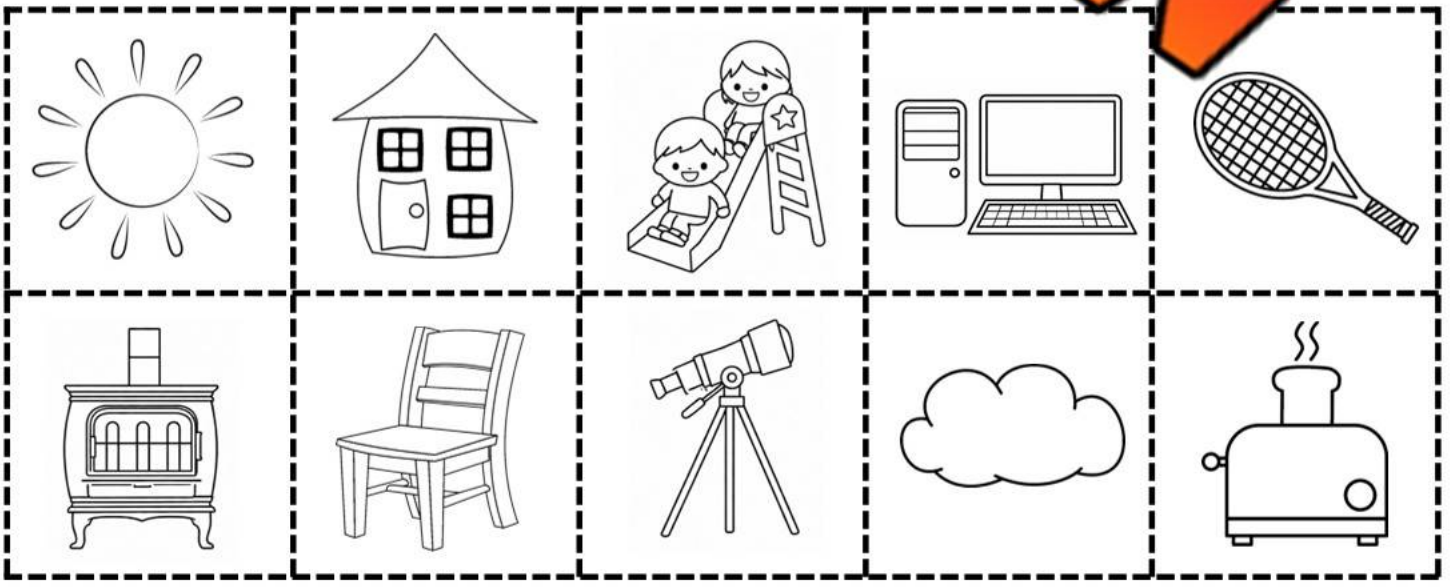
Curriculum Connection
C2.1

Heat Energy Sort

Questions Cut and paste the pictures putting them in the right category.

Heat Energy	Not Heat Energy

PREVIEW



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Name: _____ 40

Curriculum Connection
C2.1

Heat Energy – Activities

Fill in the Blanks

What is the missing word?

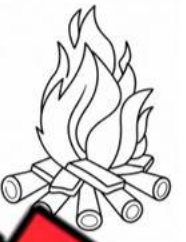
1) We can _____ heat energy.	See	Feel
2) The b[illegible]ource of heat energy comes from _____.	The sun	Clouds
3) He[illegible]nerg[illegible]nge things like _____.	Food	Feelings
4) Heat change[illegible]e ba[illegible]_____.	A drink	Cake
5) Fire gives off light an[illegible]e	Heat	Wind

PREVIEW

Word Search

Find the words from the word b[illegible]

O	K	H	E	A	T	G	W	E	O	V	U	T	[illegible]	[illegible]	N	[illegible]
E	L	O	J	L	C	R	H	H	C	R	G	M	I	I	[illegible]	E
N	R	S	S	C	S	U	N	K	X	A	G	G	P	M	E	A
E	D	T	L	E	F	E	E	L	A	C	G	F	Z	F	R	E	W
R	T	C	P	B	C	D	B	F	N	V	F	G	Z	V	E	R	I
G	O	H	R	F	S	A	M	V	C	H	G	N	G	E	T	I	I
Y	S	G	T	Z	E	I	K	P	C	H	A	N	G	E	T	F	C
Z	I	B	H	L	E	A	I	E	J	Z	L	D	G	O	A	B	X
M	Q	E	F	K	A	N	T	J	W	A	R	M	H	O	B	X	H
Q	U	F	L	Y	B	T	K	V	M	M	R	N	P	T	L	Y	A



[illegible]
Energy
Feel
See
Change
Batter
Cake
Sun
Fire
Warm

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Name: _____ 42

Curriculum Connection
C2.1

Sound Energy

Colour Colour anything that makes sound energy.



PREVIEW

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Name: _____ 43

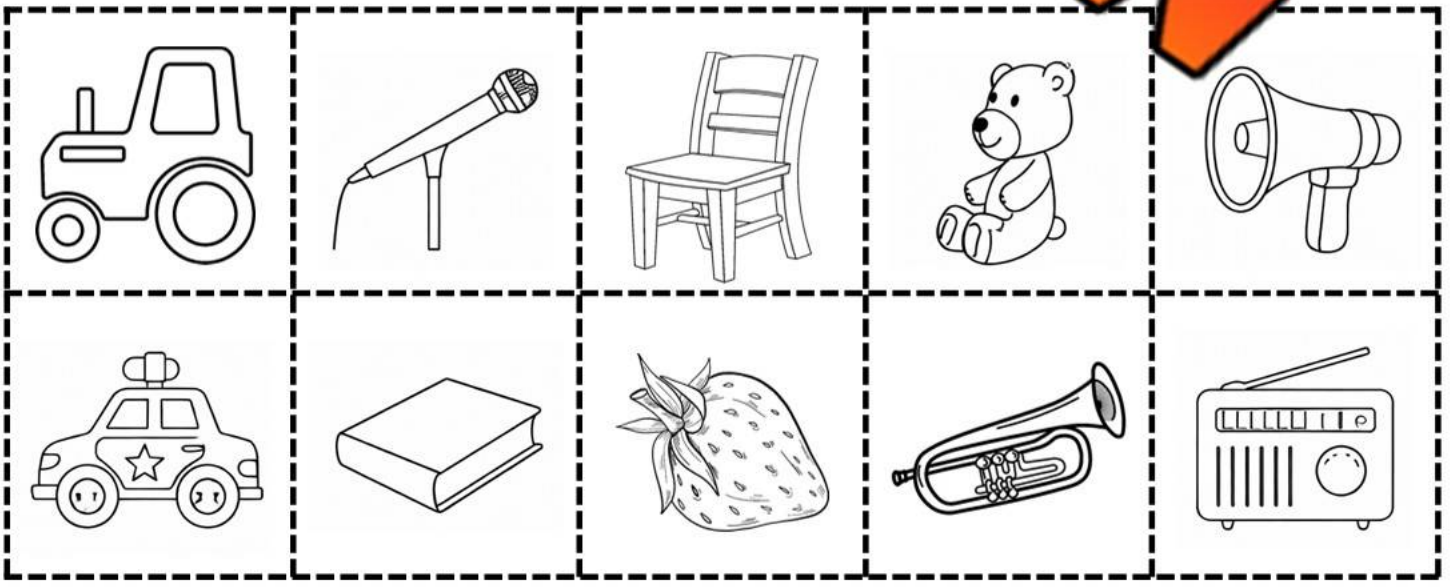
Curriculum Connection
C2.1

Sound Energy Sort

Questions Cut and paste the pictures putting them in the right category.

Sound Energy	Not Sound Energy

PREVIEW



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Name: _____ 44

Curriculum Connection
C2.1

Sound Energy – Activities



Word Search

Find the words from the word bank.

Sound	Energy	Hear	Drum	Noise
Guitar	Engine	Speaker	Radio	Phone

F	E	D	G	U	H	V	R	X	I	E	R	Z	G	K	Q
B	I	S	E	A	N	E	M	T	P	H	K	Z	D	R	R	Z
U	E	E	A	I	R	G	Y	L	O	T	N	B	L	U	Z
N	E	P	N	A	P	I	R	X	O	U	R	E	N	M	Q
P	D	S	B	G	A	U	I	C	O	R	R	S	U	Y	R
U	H	Y	L	K	I	S	T	E	Q	A	O	R	E	A	O
A	G	O	I	N	R	N	I	T	T	E	D	S	T	S	V
F	T	Q	N	Y	B	I	E	I	M	Y	I	I	Y	Q	Z
A	U	L	Z	E	F	M	X	O	Q	S	U	E	E	Z	S
S	P	E	A	K	E	R	V	Y	G	Q	N	J	A	I	S

PREVIEW

Word Scramble

Unscramble the words from the word bank.

SUNOD		EGNREY	
SEAPKER		EGNNIE	
GTAIUR		NIOES	
POHNE		HAER	
DRMU		RIDAO	

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Name: _____ 45

Curriculum Connection
A1.3, A1.4, A1.5

Lab – Making a Guitar

Activity Make a guitar that uses our muscular energy to make sound energy.

A guitar works by moving strings that vibrate. The vibrations make a sound that is louder when played through a hollow area.

Materials ...ill you need?

- Ce... box
- Large ca... pa... towel roll will work
- Clothespin... al)
- Rubber bands ... ffer... ...inimum and 5 maximum
- Duct tape or other s... ...e
- Hot glue gun or strong
- Box cutter or scissors



Procedure How to make it

1) Trace a large circle in the centre of the cereal ... cut it ... refully. This will be the hole for your guitar.
2) Use the cardboard tube to trace a hole onto the top of the ... the hole out.
3) Insert the tube into the hole and seal it with the tape. Use enou... ape so that the tube is secured to the box.
4) Stretch rubber bands of various sizes around the box. If possible, have the thicker strings on the top and thinnest strings at the bottom.
5) Tape the bands on top of the box and on the bottom. Make sure the strings are over the hole.
6) Use the clothespins as frets. Use hot glue or regular glue to secure them to the cardboard tube at the top of the tube. These are just for decoration, so they are optional.
7) Your guitar is ready! Strum away!

PREVIEW

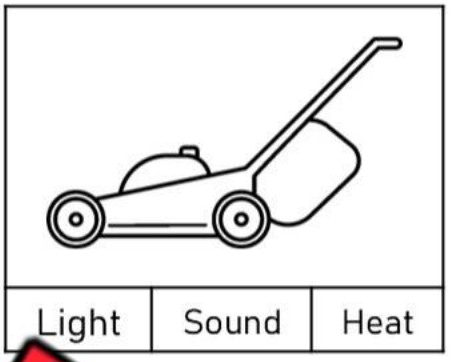
Name: _____ 46

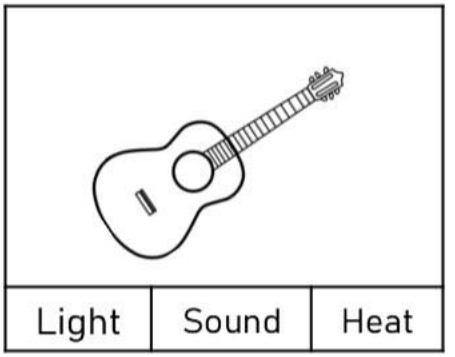
Curriculum Connection
C2.1

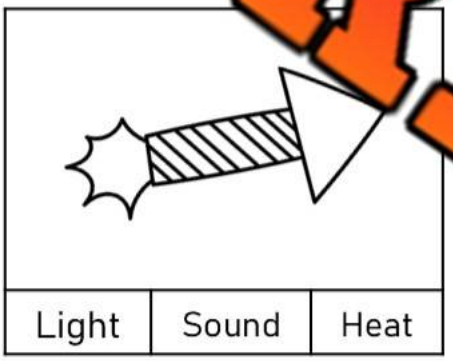
Sound, Heat, and Light Energy

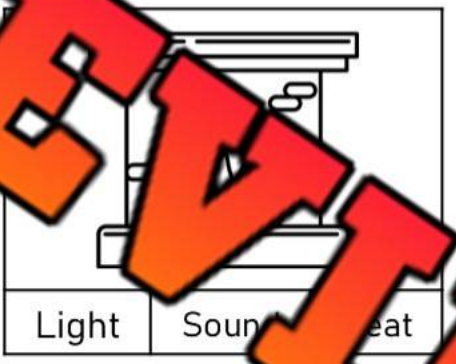
Directions Does the picture make sound, heat, and/or light energy?

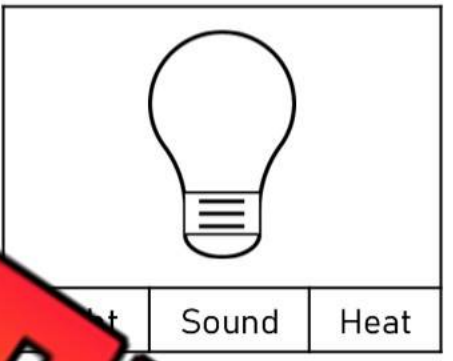

Light	Sound	Heat

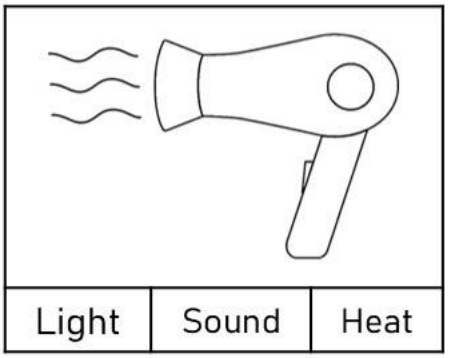

Light	Sound	Heat

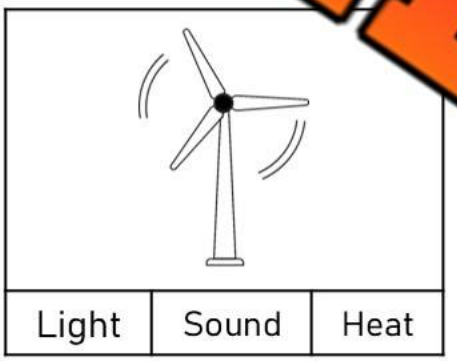

Light	Sound	Heat

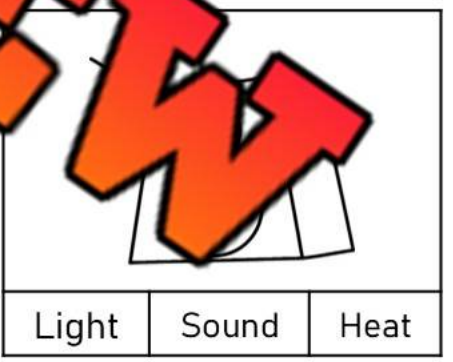

Light	Sound	Heat

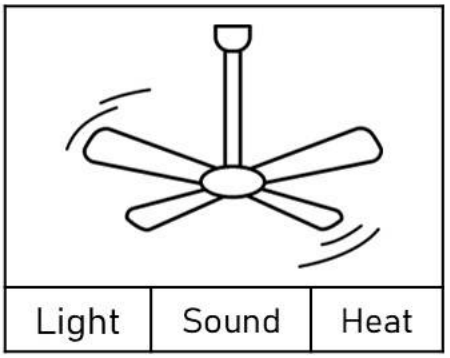

Light	Sound	Heat

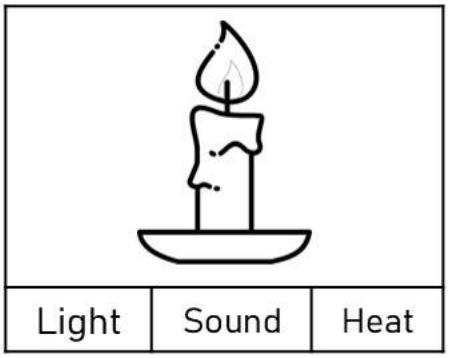

Light	Sound	Heat

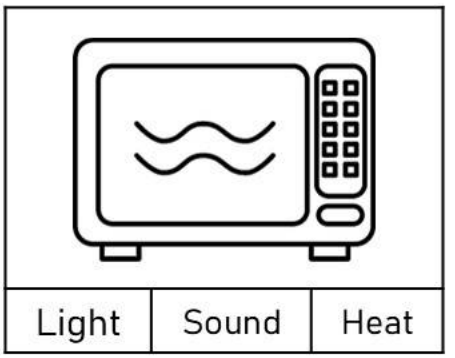

Light	Sound	Heat


Light	Sound	Heat


Light	Sound	Heat


Light	Sound	Heat


Light	Sound	Heat


Light	Sound	Heat

PREVIEW

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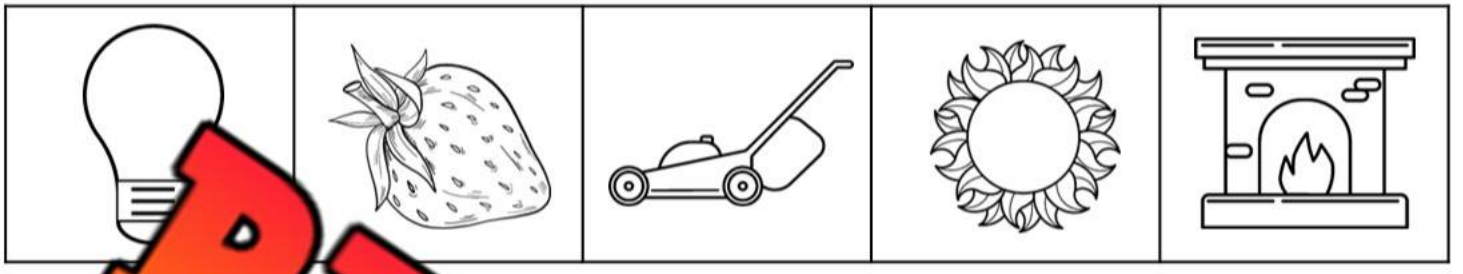
Name: _____ 47

Curriculum Connection
C2.1

Sound, Heat, and Light Energy

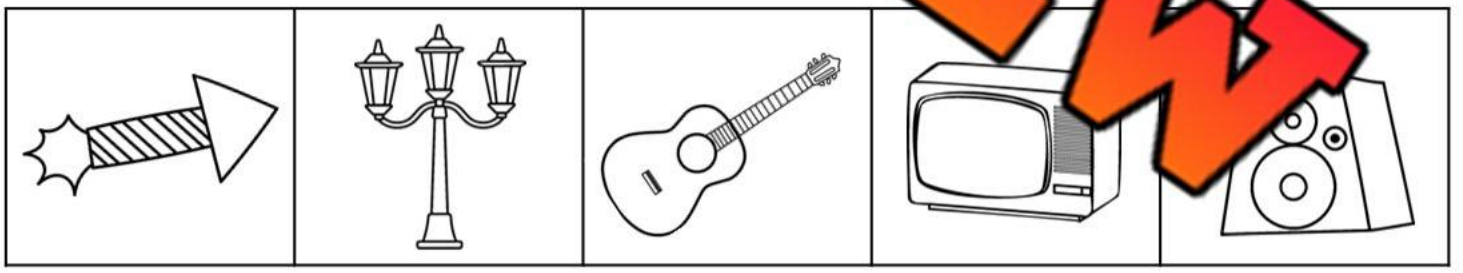
Heat Energy Circle the picture that is NOT heat energy.



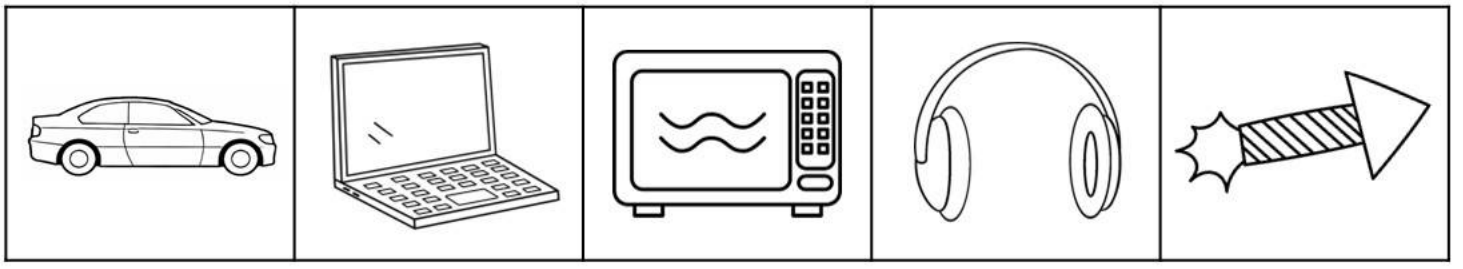
Light Energy Circle the picture that is NOT light energy.



Sound Energy Circle the picture that is NOT sound energy.



All 3 Types Circle the picture that does NOT make heat, sound, and light.



PREVIEW

Name: _____ 48

Curriculum Connection
C2.1

Energy or Not?

Energy or Not? Colour the pictures that show energy being used.



PREVIEW

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Name: _____ 49

Curriculum Connection
A1.3, A1.4, A1.5

Experiment – Popsicle Stick Catapult

Research Question Can I build something that makes something move?

Can I build a structure that moves paper balls without me throwing them?



Materials What do we need?

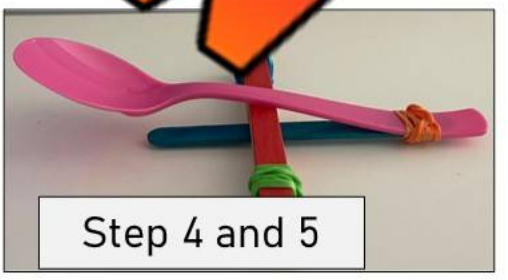
- ✓ [illegible] popsicle sticks
- ✓ 3 rubber bands
- ✓ 1 plastic spoon

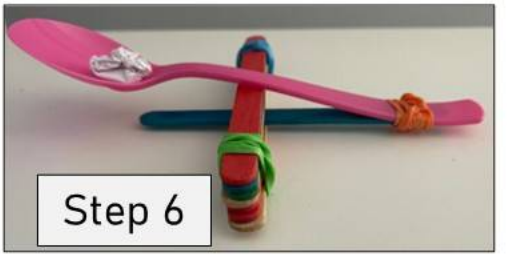


Method How do we construct the experiment?

1) Stack 7 popsicle sticks
2) Wrap one rubber band around the sticks on one side and another band on the other side
3) Put the last popsicle stick through the bottom stick and the one above it.
4) Lay the spoon in the same direction as the one stick. Put the spoon on top of the stack of 7 sticks
5) Use the last elastic to attach the spoon to the sticks
6) Put a paper ball in the spoon.
7) Pull down on the spoon while holding the catapult.



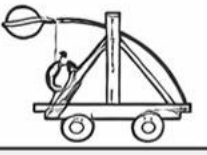




PREVIEW

Name: _____ 50

Curriculum Connection
A1.3, A1.4, A1.5



Observations	What happened?

1) What happened when you pulled down on the spoon?

_____

_____

2) Did yo w the paper balls?

Yes No

3) Is th spoon or igid material?

Be Rigid

4) If you used a rigid l (ie. spoon) instead of a plastic spoon, would the catap k?

Yes

5) If you bend the spoon more, will the go fu less far?

Less Far er

6) Draw a picture of the catapult you made.

PREVIEW

Name: _____ 51

Curriculum Connection
A1.1, A3.2, A3.3

Research – Medieval Catapults



Research Answer the questions below.

1) Search for a medieval catapult. Draw one below.

PREVIEW

2) What were medieval catapults made of?

Rocks	Wood	Steel	[illegible]	Plastic

3) In war, catapults were used to throw big rocks at castles. Draw a catapult throwing a rock at a castle.

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Name: _____ 52

Curriculum Connection
A1.1, A3.2, A3.3

Questions Answer the questions below.

4) Which communities used catapults?

Soldiers	Teachers	Students	Warriors	Principals

5) Catapults were used to break the walls of castles. Colour the picture below.



PREVIEW

6) What do you think happened when the rock hit the wall?

_____

_____

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Name: _____ 53

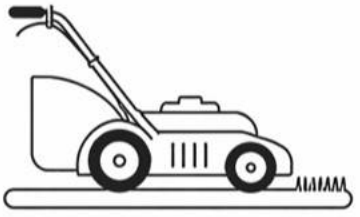
Curriculum Connection
A3.1, A3.2

Elastic Energy – Making Connections

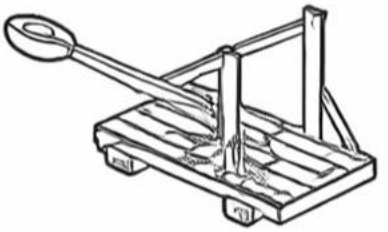
Elastic Energy?	Does the device use elastic energy – yes or no?



Yes | No



Yes | No



Yes | No



Yes | No



Yes | No



Yes | No



Yes | No



Yes | No

Yes | No



Yes | No



Yes | No



Yes | No

PREVIEW

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Name: _____ 54

Curriculum Connection
A1.2, A1.4, A1.5

Basketball – Elastic Energy

Hypothesis Does a basketball have more energy the higher it is held?

If we drop a basketball from higher up, will it bounce higher or lower?

Higher	Lower

Mater Wh e need?

- ✓ Basketball
- ✓ Recording sheet





Method How do we complete exper ?

1) Drop a basketball from your knees
2) Count how many times it bounces and write it yo
3) Drop a basketball from your waist
4) Count how many times it bounces and write it on your sheet
5) Drop a basketball from shoulder level
6) Count how many times it bounces and write it on your sheet
7) Drop a basketball from over your head
8) Count how many times it bounces and write it on your sheet

PREVIEW

Name: _____ 55

Curriculum Connection
A1.2, A1.4, A1.5

Observations | What happened?



How many times did the ball bounce?	
Knees	
Waist	
Ove	



Results | Answer [illegible]stion

1) Does the ball have more ene[illegible] when i[illegible]her or lower?	
Higher	[illegible]
2) Draw a picture – you holding the ball and it b[illegible]ng	

PREVIEW

Name: _____ 56

Curriculum Connection
C2.1

Objects and Animals that Bounce

Objects That Bounce
Lots of things can bounce! Think about a rubber ball. When you drop it on the ground, it doesn't just stay there. It jumps back up! This is because it's made of a stretchy material that pushes back when it hits the ground.

Another object that can bounce is a balloon. Have you ever batted a balloon into the air and watched it bounce back down?

Animals ... nce
Some ... ce too! Have you ever seen a kangaroo? They have strong back ... that pus... ground, making them bounce forward. Frogs and rabbits ... this t... ey ... p. They use their strong legs to push off the ground and bounce i... e.

PREVIEW

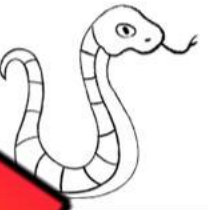
Questions	Will the ... nce? ... animal bounce?



Yes	No



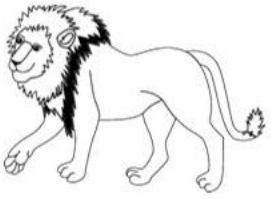
Yes	No



Yes	No



Yes	No



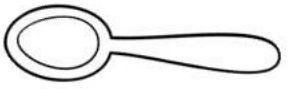
Yes	No



Yes	No



Yes	No



Yes	No



Yes	No

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Name: _____ 57

Curriculum Connection
C2.1

Rubber: The Bouncy Material

Why is Rubber Bouncy?

1) Stretchy and Flexible: Rubber is very stretchy and flexible. When you throw a rubber ball on the ground, it squishes a bit and then springs back to its normal shape. That's why it bounces back up!

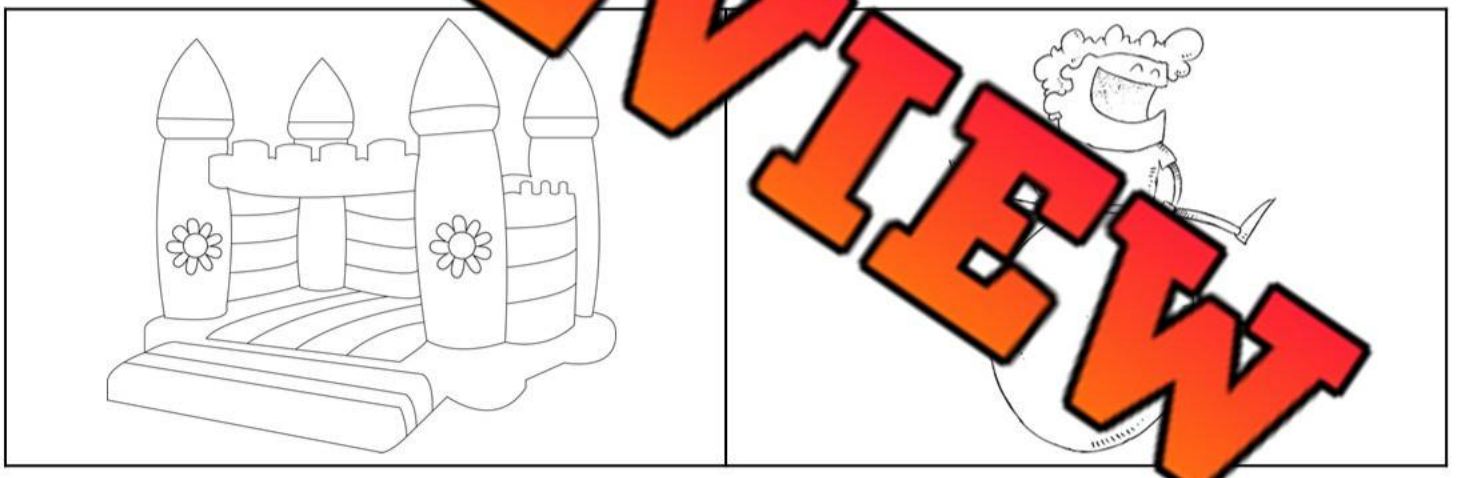
2) Strong: Rubber is strong, so it doesn't break or crack easily. That means it can keep bouncing for a long time.

Rubber [illegible] Bouncy Things

Many things that bounce are made from rubber. Think about rubber balls, bouncy castles, and the soles of some shoes. All of these need to be bouncy, and rubber is perfect for that!

PREVIEW

Colour Colour the rubber objects below.



Draw Draw objects that are made of rubber and that bounce.

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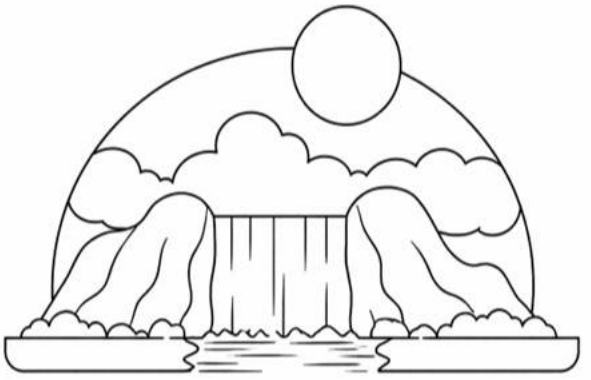
Name: _____ 58

Curriculum Connection
C2.2

Biggest Energy Source – The Sun

The sun is what gives us most of the energy we need.

- The sun warms the air
- The s warms the land
- The ms the water
- r us to see the day
- The sun nts to grow



PREVIEW

Fill in the Blanks

W s he m word?



1) The sun _____ the air.	Warms	Cools
2) Without the sun, the land would be _____.		Frozen
3) The sun's energy _____ the water.		ools
4) If we didn't have the sun's light energy, it would be ___.	Light	Dark
5) The sun's light is used by _____ to grow.	People	Plants
6) A lake is warm because of the sun's _____ energy.	Heat	Light
7) A plant can grow because of the sun's ____ energy.	Heat	Light

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Curriculum Connection
C2.2

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Circle True (T) or False (F) for each question.

1) The sun helps warm the land.	T / F
2) Without the sun, it would be dark.	T / F
3) Without the sun, the land would be warm.	T / F
4) People do not need the sun at all.	T / F

Name: _____ | Mark

Circle True (T) or False (F) for each question.

1) The sun helps warm the land.	T / F
2) Without the sun, it would be dark.	T / F
3) Without the sun, the land would be warm.	T / F
4) People do not need the sun at all.	T / F

Name: _____ | Mark

Circle True (T) or False (F) for each question.

1) The sun helps warm the land.	T / F
2) Without the sun, it would be dark.	T / F
3) Without the sun, the land would be warm.	T / F
4) People do not need the sun at all.	T / F

PREVIEW

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Name: _____ 60

Curriculum Connection
A1.2, A1.4, A1.5

Experiment – The Sun's Heat

Research Question Does the sun give heat? Do we feel the sun's heat in the shade?

If we leave things in the sun, will they melt or get hot? If we leave the same things in the shade, will they melt or get hot?

Materials What do we need for our experiment?

- ✓ [illegible]ther thing that will melt – break it in half
- ✓ [illegible]s that [illegible]eat – scissors, metal spoon, rocks
- ✓ One black [illegible]on [illegible]hite crayon
- ✓ Two baki[illegible]e [illegible]to ho[illegible]hjects



Method How [illegible]mple[illegible]xperiment?

1) You should have two of the sam[illegible] obj[illegible]
2) Split them up and put them on e[illegible] baking[illegible]
3) Put one baking sheet in a sunny locatio[illegible]
4) Put the other baking sheet in a shady lo[illegible]
5) Wait an appropriate length of time, depending[illegible]w not it i[illegible] don't want the objects to get too hot to touch
6) Fill in your observations on the back of the page

Hypothesis Put a check on the objects that you think will get hot[illegible]ther spot.

Objects	Shady Spot ☑ ☒	Sunny Spot ☑ ☒
Chocolate		
Scissors		
Metal spoon		
Rock		
White crayon		
Black crayon		

PREVIEW

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Name: _____ 61

Curriculum Connection
A1.2, A1.4, A1.5

Observations

What happened? Did the objects get hot?

Objects	Shady Spot ☑ ☒	Sunny Spot ☑ ☒
Chocolate		
Scissors		
Metal spoon		
[illegible]		
Wh[illegible]		
Bl[illegible]von		

PREVIEW

Results

Answer the [illegible]



1) Did the objects get hotter in the sun o[illegible] sha[illegible]

Sun [illegible]

2) Why did the objects get hotter in the sun or s[illegible]

_____

_____

_____

3) Did metal objects get hotter?

Yes No

4) Did white or black coloured objects get hotter?

White Black

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Name: _____ 62

Curriculum Connection
C2.2

The Sun – Heat Energy

Without the Sun Circle the pictures of what earth would look like without the sun's heat energy.

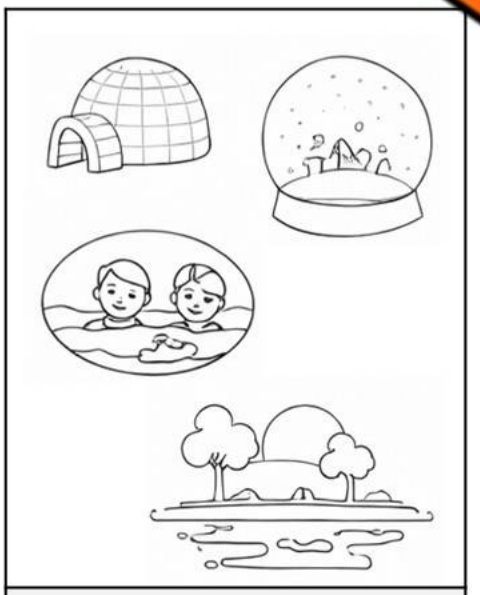


PREVIEW

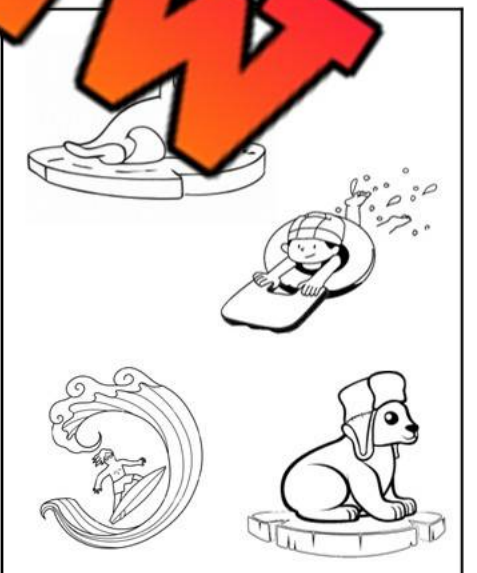
Directions Circle the pictures that show sun[illegible]the air, land, and water.



Warming the Air



Warming the Land



Warming the Water

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Name: _____ 64

Curriculum Connection
A3.1, A3.2

Stopping Sun Burns – Finding Shade

The sun can burn us. It can make our skin turn red. Sun burns hurt! Don't get a sun burn by wearing sunscreen and staying in the shade.

Think Look at the picture and circle where you can find shade.



1) Where can you find shade?				
Tent	Soccer Field	On a Road	Trees	House
Shelter	In a Pool	In a Car	Tennis Court	Umbrella

2) Where do **wild** animals find shade?				
Trees	House	Forest	Car	Umbrella
Cave	Tent	In Water	Under a Rock	In a Bush

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Name: _____ 65

Curriculum Connection
A1.2, A1.4, A1.5

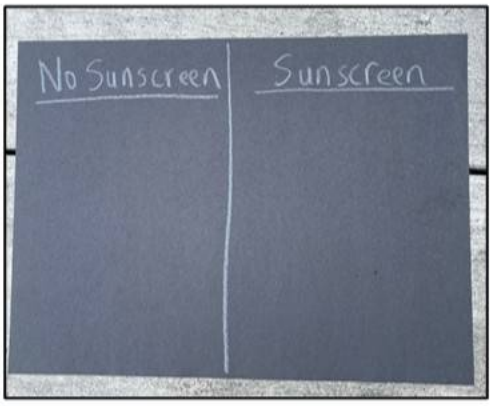
Experiment – Testing Sun Screen

Research Question Does sunscreen work?

If we use clear sunscreen on paper, will it protect the paper from the sun?

Materials What do we need?

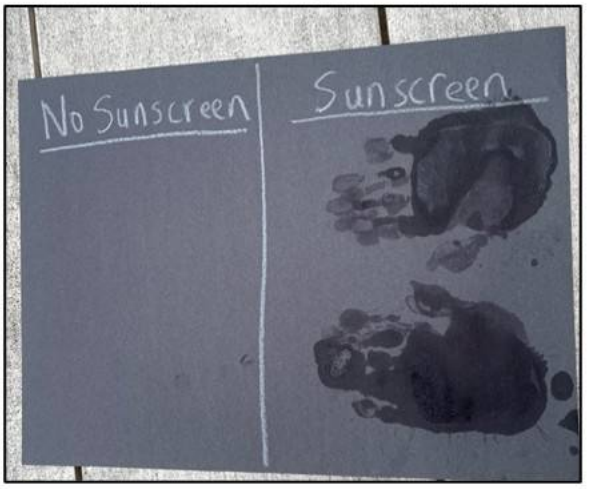
- ✓ B[illegible] paper
- ✓ C[illegible] spray [illegible]en – SPF 30 or higher



Method How do [illegible]om[illegible] [illegible]xperiment?

1) Fold a paper in half
2) Write sunscreen on one side [illegible]no sunscreen on the other
3) Coat your hands in sunscreen. Not too much that its dripping.
4) Place your hands on the sunscreen side
5) The page will be wet, but it will dry (it won't disappear completely)
6) Put the page in direct sunlight
7) If possible, take pictures to compare the paper
8) Wait and check on the paper periodically taking more pictures





PREVIEW

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Name: _____ 66

Curriculum Connection
A1.2, A1.4, A1.5

Observations | What happened?

1) Is the hand still dark after checking it hours later?
Yes No
2) Is the rest of the paper getting lighter or darker or staying the same?
Darker Lighter Same
3) What ... to the paper and the handprint?
_____
_____
4) Did the sunscreen ... the ... Did it stay the same colour?
...
5) Will sunscreen protect your s...
Yes No

PREVIEW

Diagram | Draw a picture of the page with your h... apr...

No Sunscreen	Sunscree...

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Name: _____ 67

Curriculum Connection
C2.2

The Sun – Light Energy



Fill in the Blanks

What is the missing word?

1) With n ight energy from the sun, it would be____.	Light	Dark
2) W un is _____ outside.	Light	Dark
3) When the sun , it i side.	Light	Dark
4) Other forms of light energy are has set.	Sun	Moon
5) If we had no sun, we would need a lot o n-	Suns	Lights
6) Plants need the sun's _____ energy to grow.		ght

PREVIEW

Write and Draw

Write and draw about why we need the sun's light energy.

_____

_____

_____

_____

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Name: _____ 68

Curriculum Connection
C2.2

The Sun's Light Energy – Growing

Colour Colour the picture below that shows the sun helping the plants grow.



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Name: _____ 69

Curriculum Connection
C1.1, C2.3

Food is Energy

When something moves, it needs energy. When we move, we need energy. We get the energy we need from food. Food is energy! If you don't eat enough energy, you will feel tired.



Draw Ener w 3 different things you like to eat for breakfast, lunch, and dinner

PREVIEW

Breakfast		

Lunch		

Dinner		

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Curriculum Connection
C1.1, C2.3

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Guess who I am and write the answer!

Food	Water
Sleep	Sun
Exercise	

Mark

1) I help you have energy when you run and jump.	
2) I help you feel strong after you rest at night.	
3) I give energy to plants so they can grow.	
4) I give your body energy to move and play.	
5) I help your food digest when you eat meals.	

Name: _____

Guess who I am and write the answer!

Food	Water
Sleep	Sun
Exercise	

Mark

1) I help you have energy when you run and jump.	
2) I help you feel strong after you rest at night.	
3) I give energy to plants so they can grow.	
4) I give your body energy to move and play.	
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Name: _____

Guess who I am and write the answer!

Food	Water
Sleep	Sun
Exercise	

Mark

1) I help you have energy when you run and jump.	
2) I help you feel strong after you rest at night.	
3) I give energy to plants so they can grow.	
4) I give your body energy to move and play.	
5) I help your food digest when you eat meals.	

PREVIEW

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Name: _____ 71

Curriculum Connection
C1.1, C2.3

My Food Plate

Colour Colour the picture below.



PREVIEW

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Name: _____ 72

Curriculum Connection
C2.2, C2.3

Energy Chain

An energy chain starts with the sun. The sun gives energy to plants so they can grow. Animals eat the plants. This gives these animals energy from the sun. Some animals even eat other animals, which gives them energy from the sun as w... Some energy chains are long, and some are short.

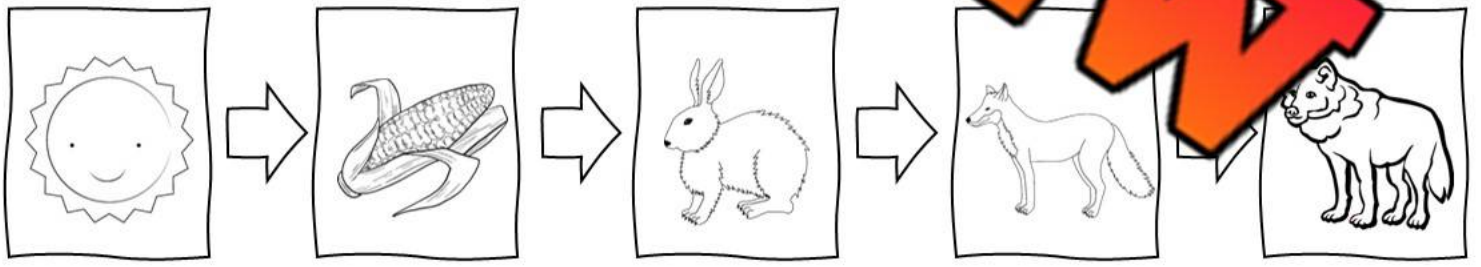
PREVIEW

Ene... Colour the energy chains below.

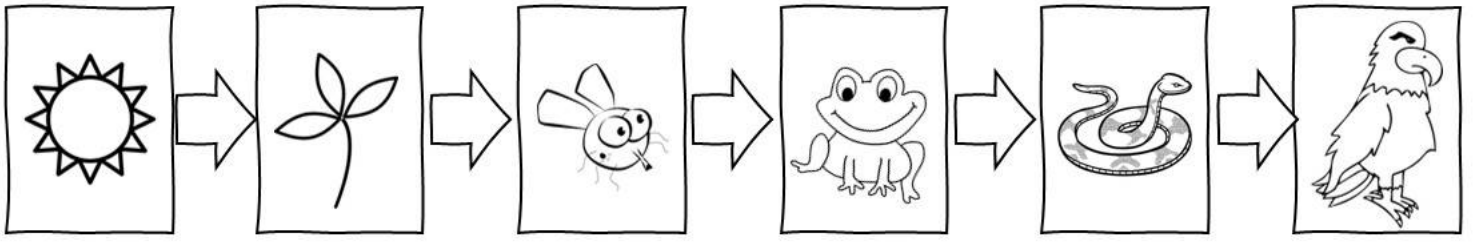
...nk Energy Chain



5-Link Energy Ch...



6-Link Energy Chain



Name: _____ 74

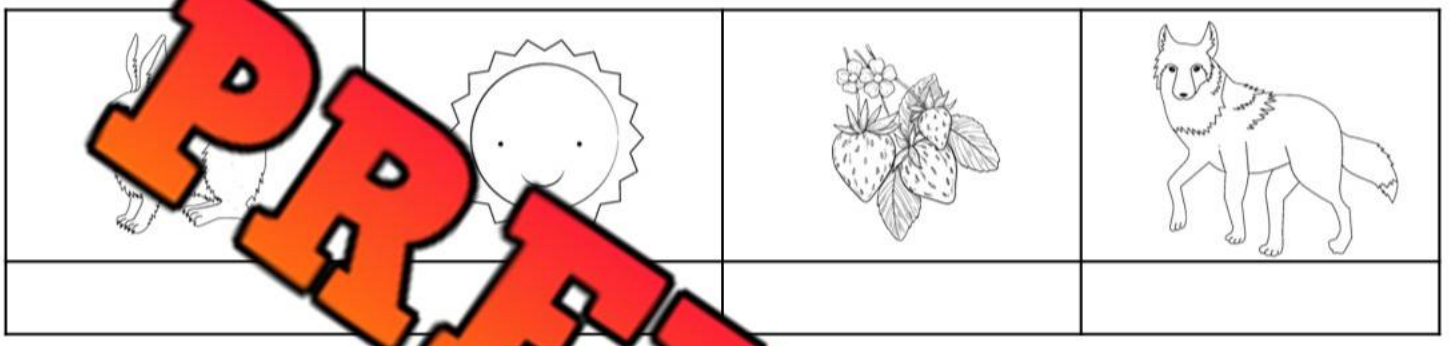
Curriculum Connection
C2.2, C2.3

Ordering Energy Chains

Energy Chain Order the plants and animals by numbering them.

4-Link Energy Chain

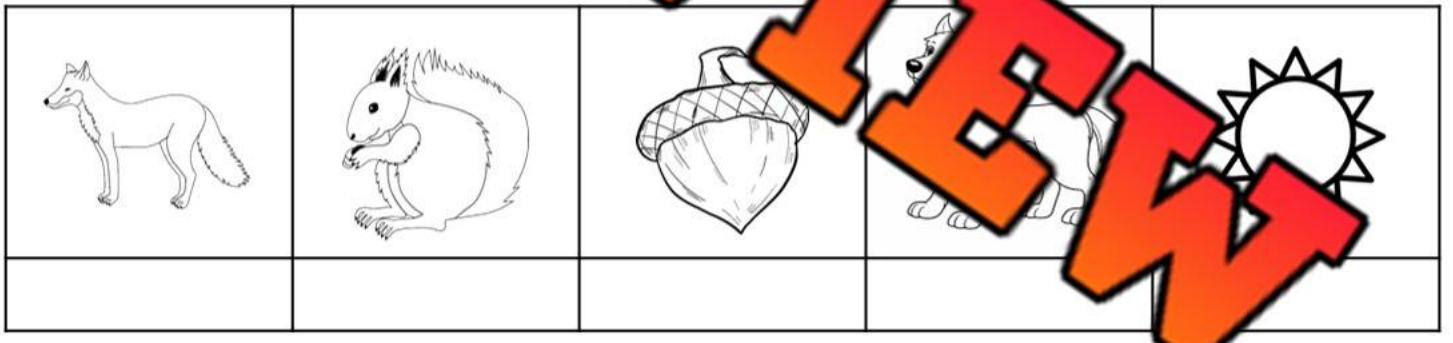
Number the plants/animals 1-4



PREVIEW

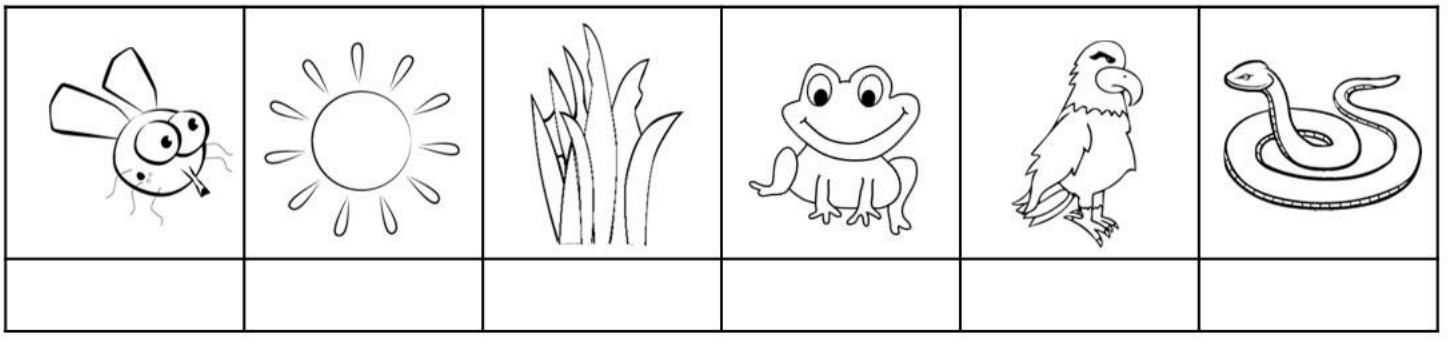
5-Link Energy Chain

Number the plants/animals 1-5



6-Link Energy Chain

Number the plants/animals 1-6



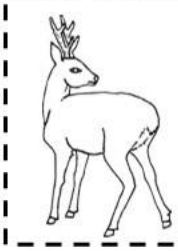
Name: _____ 75

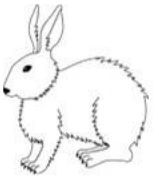
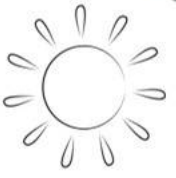
Curriculum Connection
C2.2, C2.3

Ordering Energy Chains

Energy Chain Cut and paste the plants and animals into the energy chains

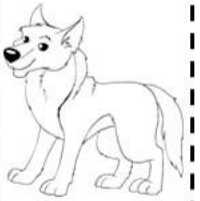
PREVIEW





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Name: _____ 76

Curriculum Connection
C2.2, C2.3

Energy Chains – Activities



Fill in the Blanks

What is the missing word?

Word Bank		
Animals	Grow	Energy
	Food	Sun

1) Living thing[illegible]ergy to _____.

2) The sun is the [illegible]t so[illegible] _____.

3) We get energy from _____.

4) Plants get energy from the _____.

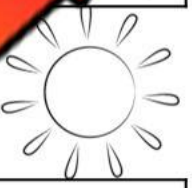
5) Some animals get energy from _____.

6) Animals at the end of the energy chain eat other _____.

PREVIEW

Write and Draw

Why do we need food?



_____

_____

_____

_____

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Name: _____

Curriculum Connection
C2.2, C2.3

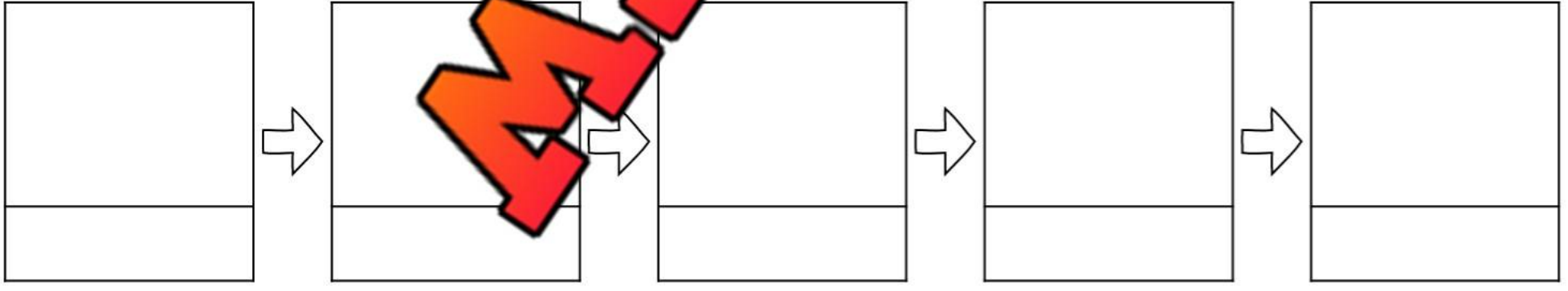
My Energy Chain

Energy Chains Draw your own energy chains below

4-Link Energy Chain



Energy Chain



PREVIEW

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Name: _____ 78

Curriculum Connection
C2.2, C2.3

Energy Chains – Activities



Word Search

Find the words from the word bank.

Energy	Chain	Sun	Plants	Bug
Frog	Snake	Eagle	Link	Grow

L	E			Y	G	Q	J	S	N	A	K	E	H	X	J	S
B				Z	T	Z	P	A	M	O	M	E	L	S	L
Q	Z	A			I	N	Z	D	C	S	F	J	D	T	S
M	A	F		G		Y	O	G	E	C	R	X	L	N	N
H	L	B	V					M	U	A	R	F	C	A	E
K	A	R	B	H	Z				N	E	R	G	Y	L	L
N	M	K	W	Q	X	S	M			V	K	T	G	P	G
I	P	O	Z	M	W	G	Q	U	J		L		D	O	O	A
L	R	K	W	T	C	X	K	E	D				R	Z	E
G	O	G	P	W	E	D	Y	T	L	B		Y		R	U

PREVIEW

Word Scramble

Unscramble the words from the wo



SKNAE		ENRGEY	
BGU		FOGR	
EGALE		CAHIN	
SNU		PTANLS	
GORW		LNIK	

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Name: _____ 79

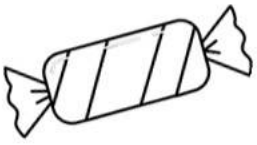
Curriculum Connection
C2.3

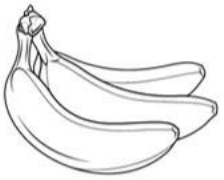
Everyday Uses of Energy – Food

Matching Draw a line from the food to what it does for us.

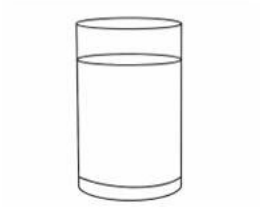














- Healthy energy that is sweet
- Energy that will help us grow our muscles
- food – no energy
- thy e g th vitamins and mine
- Unhealthy energ wi vitamins or minerals
- Drink with energy in it
- Drink that is healthy but doesn't have energy in it

PREVIEW

Name: _____ 80

Curriculum Connection
A2.1

Introduction to If/Then Statements

An if/then statement is a *conditional* that is an action that could occur if something specific happens.
For example – If the bell goes at school, then the students go to class.



Direction Circle which then statement makes the most sense.

PREVIEW

1)	u push e edal	Then	The car will stop	The car will go
2)	If you push the	Then	The player will jump	The sun will rise
3)	If the clock strikes 3	Th	lt will rain	The bell will ring
4)	If you score a goal	Then	dd 1	Take away 1 point
5)	If you win the race	Then	ys	r says "No!"
6)	If you press the horn	Then	Turn the car	ound
7)	If you plug in the TV	Then	It will turn on	It will turn off
8)	If you bike downhill	Then	You bike faster	You bike slower
9)	If you push the red button	Then	The device blows up	The device turns on
10)	If you press the up-volume arrow	Then	The music gets louder	The music gets quieter

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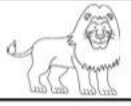
Name: _____ 81

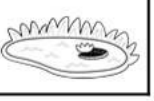
Curriculum Connection
A2.1

If Then Conditional Statements – Activity

Questions Follow the if/then statements to move the lion to the watering hole.

1)	If heat energy comes from the sun	then	Move ↓ 4 spots
2)	If the wind is energy	then	Move → 2 spots
3)	If is energy	then	Move ↓ 3 spots
4)	ergy	then	Move → 3 spots
5)	If pla sur ergy	then	Move ↓ 3 spots
6)	If wasting gy i	then	Move ← 5 spots
7)	If computers use et y	hen	Move → 3 spots
8)	If children toys use gas for e		Move ↑ 4 spots





PREVIEW

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Name: _____ 82

Curriculum Connection
C2.3

Healthy and Unhealthy Food Energy

Colour Colour the healthy food that will give you a lot of energy.



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Curriculum Connection
C2.3

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ | Mark

Draw 1 food that is healthy and 1 that is not.

Healthy	Unhealthy

Name: _____ | Mark

Draw 1 food that is healthy and 1 that is not.

Healthy	Unhealthy

Name: _____ | Mark

Draw 1 food that is healthy and 1 that is not.

Healthy	Unhealthy

Name: _____ | Mark

Draw 1 food that is healthy and 1 that is not.

Healthy	Unhealthy

PREVIEW

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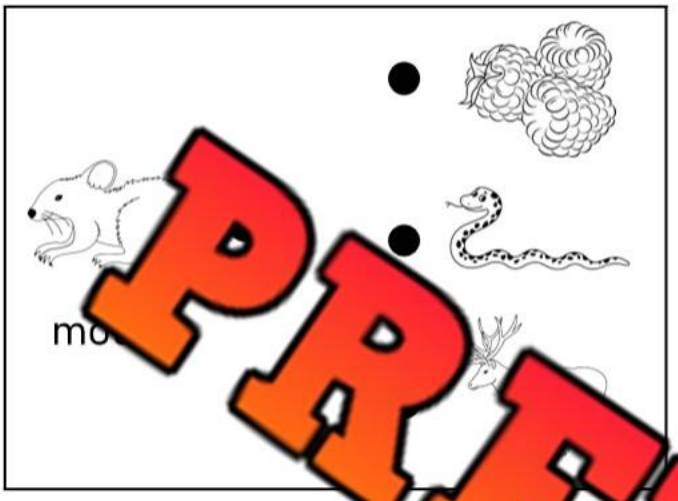
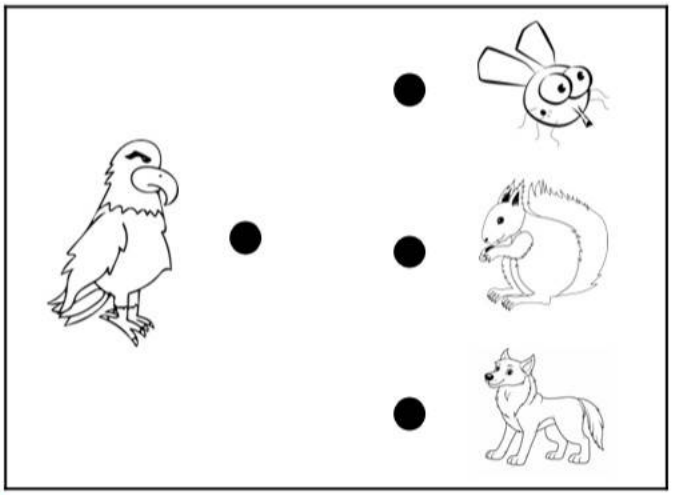
Name: _____ 84

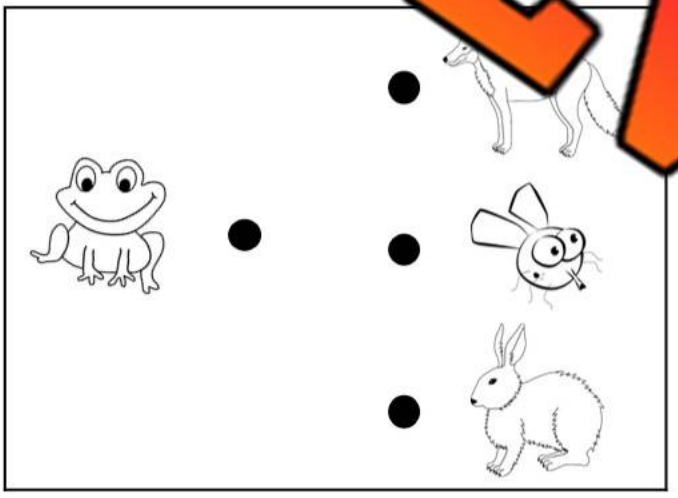
Curriculum Connection
C2.2, C2.3, C2.4

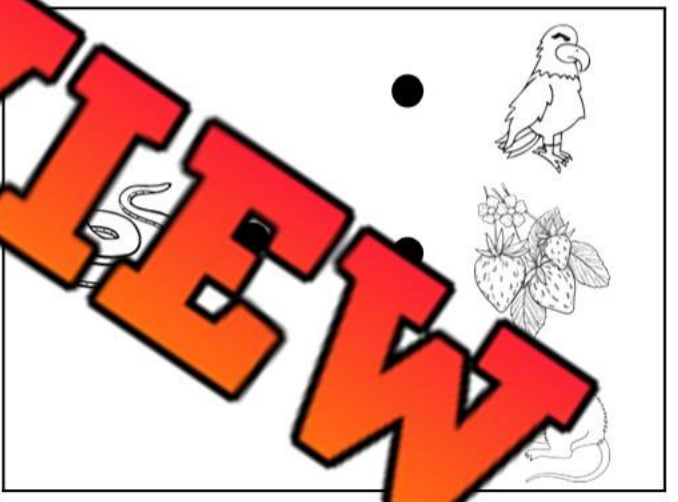
Animal Food – Where Animals Get Energy

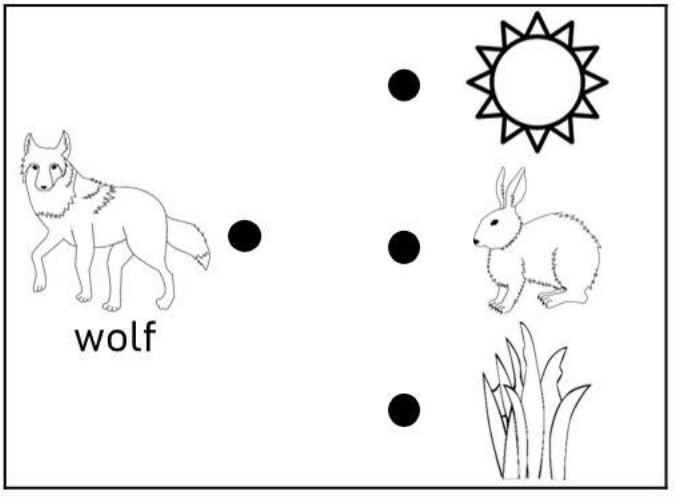
Matching Draw a line from the animal to what it eats for energy.

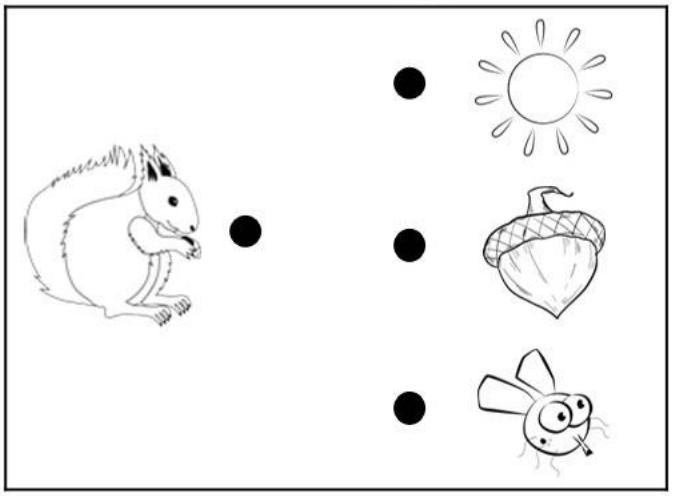












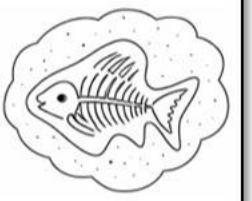
PREVIEW

Name: _____ 86

Curriculum Connection
C1.1, C2.4

Heating Your Home

Natural gas is a type of energy used often to heat homes. Natural gas is gas that is underground. It is made naturally when plants and animals break down.



N gas will keep being made, but it takes millions of yea s we will run out if we use it too much. We sh d try ly what we need so that we don't waste it.

PREVIEW

Fill in the blanks Wh o missing?



Word Bank		
Plants	H es	Years
Humans	ste	derground

1) Natural gas is used to heat a lot of _____.

2) Natural gas is found _____.

3) Natural gas takes millions of _____. to make.

4) Natural gas is not made by _____.

5) Natural gas is made when _____ and animals break down.

6) We will run out if we _____ too much natural gas.

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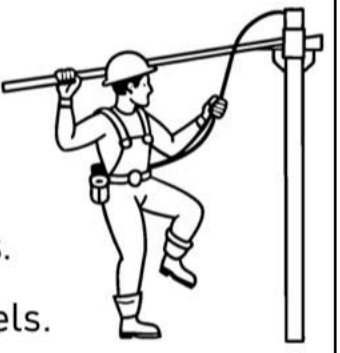
Name: _____ 87

Curriculum Connection
C1.1, C2.4

Electricity in Your Home

Electricity is energy that is made in one place and can be sent to other places. Electricity is energy that can be made from the wind, the sun, water, and burning fuel. When electrici made at a power station it is sent to our homes.



M electricity we use is from burning fossil fuels. Fos ets are f nderground. They include oil, coal, and natural gas. When we ru e f il fuels, we won't have as much electricity!

PREVIEW

Right or Wrong?

Stater right or wrong?



1) Electricity is made in a powe on.	☑	☒
2) Electricity is sent to our houses.	☑	☒
3) Electricity is made mostly from the sun.		☒
4) Electricity will never run out.		
5) We will run out of electricity if we waste it.		☒
6) Electricity is made from coal, natural gas, and oil.	☑	☒
7) Electricity is made from the sun, wind, and water.	☑	☒
8) We burn fuel to make electricity.	☑	☒
9) Burning fuel is good for the environment.	☑	☒
10) Wasting electricity is good for the environment.	☑	☒

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Name: _____ 88

Curriculum Connection
C1.1, C2.4

Making Electricity

Directions Circle the pictures that make electricity.



PREVIEW

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Name: _____ 89

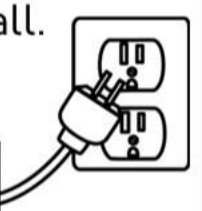
Curriculum Connection
C1.1, C2.4

Using Electricity

Electricity is energy used to power anything we plug into the wall.

Common household things we use electricity for are:

TV	Video Games	Computer	Toaster	Fridge



Brainst[illegible] or write things that need electricity to work.



PREVIEW

Name: _____ 90

Curriculum Connection
C2.4

Electricity or Not?

Directions Colour the things that use electricity for energy.



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Name: _____ 91

Curriculum Connection
C1.2, C2.4

How My Family Uses Electricity

Survey How does your family use electricity? Answer yes or no.

1) My family has a car we charge with electricity.	☑	☒
2) We ha[illegible] lot of electronics that use electricity.	☑	☒
3) We l[illegible] T[illegible]n a lot which wastes electricity.	☑	☒
4) We [illegible] to le[illegible]hts on in rooms we are not in.	☑	☒
5) I use a lot of [illegible]ronic[illegible] into the wall.	☑	☒
6) My siblings waste a [illegible]ctri[illegible]aying them on.	☑	☒
7) I always turn off my electronic[illegible] I'm n[illegible]g them.	☑	☒
8) We run the dishwasher even if it is not [illegible]	☑	☒
9) We don't use a lot of electronics as we play [illegible]e more.	☑	☒
10) My parents have tools that they plug in using electricit[illegible]	☑	☒

PREVIEW

Write Do you think your family ever wastes electricity? Explain.



_____

_____

_____

_____

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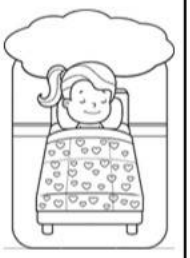
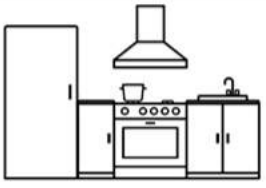
Name: _____ 92

Curriculum Connection
C1.2, C2.4

Draw Draw two appliances that use electricity in each room.

Bathroom 	**Bedroom** 
Kitchen 	**Living Room** 

PREVIEW

Name: _____ 93

Curriculum Connection
C1.2, C2.4

Living Without Electricity

Without electricity, we would have nothing that we plug in. Also, the lights we use need electricity, which means our light switches would no longer work.



Adjectives - Word Bank				
	Boring	Dark	Happy	Sad



Write a Draw	Use ctives to describe how life would be without

Life would be _____

because _____

_____

_____

_____

Life would be _____

because _____

_____

_____

_____

PREVIEW

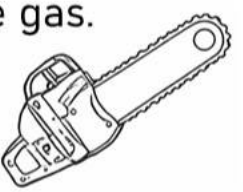
Name: _____ 94

Curriculum Connection
C2.4

Energy – Gasoline

Gas is a clear liquid that is used to give energy to engines. An engine is used by machines to move. Here is a list of machines that use gas.

Cars	Tractors	Lawn Mowers	Boats	Chainsaws



PREVIEW

Draw 6 [illegible]es below that use gasoline.



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Name: _____ 95

Curriculum Connection
C1.1, C2.4, C2.5

Energy – Gasoline

Gas is burned to make energy. When we pour gas into a car's gas tank, it is burned by the engine. Exhaust comes out of the back of the car. The exhaust is not good for the environment. It is bad for us to breathe, and it pollutes the air.

Gas is made from oil. Oil is a fossil fuel that comes from under the ground. When we run out of fossil fuel, we will not have any more gasoline and we need to waste gas because we will run out and because it is bad for the environment.

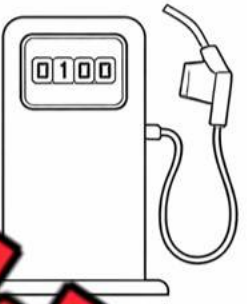


PREVIEW

Fill in the blanks

Word Bank

Environment	Fuels	Vehicles
Gasoline	Air	Oil



1) Gas is made from fossil _____.

2) Gas is used mainly by _____.

3) Engines burn _____.

4) We will run out of gas if we _____ it.

5) Burning gas is bad for the _____.

6) When we burn gas in a car, the exhaust makes _____ pollution.

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Curriculum Connection
C1.1, C2.4, C2.5

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____ Mark

Draw a line to match.

Used to move vehicles	☐	☐	Exhaust
Bad for the environment	☐	☐	Air pollution
Comes out of the back of a car	☐	☐	Fuel

Name: _____ Mark

Draw a line to match.

Used to move vehicles	☐	☐	Exhaust
Bad for the environment	☐	☐	Air pollution
Comes out of the back of a car	☐	☐	Fuel

Name: _____ Mark

Draw a line to match.

Used to move vehicles	☐	☐	Exhaust
Bad for the environment	☐	☐	Air pollution
Comes out of the back of a car	☐	☐	Fuel

Name: _____ Mark

Draw a line to match.

Used to move vehicles	☐	☐	Exhaust
Bad for the environment	☐	☐	Air pollution
Comes out of the back of a car	☐	☐	Fuel

PREVIEW

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Name: _____ 97

Curriculum Connection
C1.1, C2.4, C2.5

How My Family Uses Gasoline



Survey How does your family use gasoline? Answer yes or no.

1) We drive a vehicle that uses gas for energy.	☑	☒
2) We ha[illegible]more than 1 car.	☑	☒
3) We [illegible]en just to get out of the house.	☑	☒
4) Our [illegible]hicle [illegible]d uses a lot of gas.	☑	☒
5) Our vehicle [illegible] and [illegible] of gas.	☑	☒
6) We have a lot of sh[illegible]chin[illegible]se gas.	☑	☒
7) My parents drive a long dista[illegible]work	☑	☒
8) My dad sometimes bikes to work so [illegible]esn't	☑	☒
9) We carpool with other families to use les[illegible]	☑	☒
10) We take the bus sometimes to use less gas.	☑	☒

PREVIEW



Write Do you think your family ever wastes gasoline? Explain.

_____

_____

_____

_____

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Name: _____ 99

Curriculum Connection
C2.4

Energy From Batteries

Batteries are used for things that need energy that can't be plugged in. When we want to move things around, batteries are used. Some commonly used things that use batteries are:

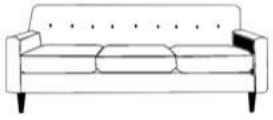


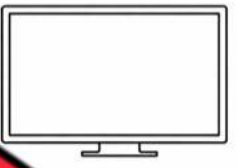
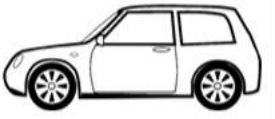
Phon	Toys	Tools	Watches	Laptops

Direc ictures of things that use batteries.

PREVIEW

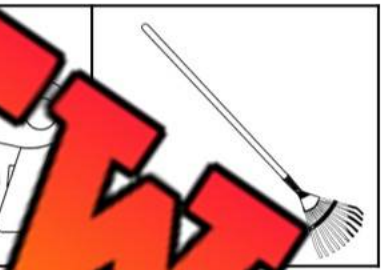
1)



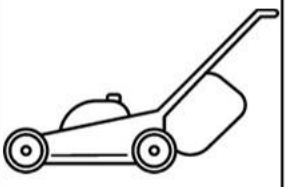
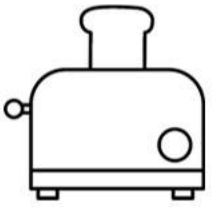
2)



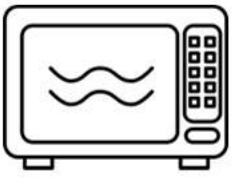



3)




4)





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Name: _____ 101

Curriculum Connection
C1.1, C2.4

How My Family Uses Batteries



Survey How does your family use batteries? Answer yes or no.

1) My parents use phones with batteries.	☑	☒
2) I use b ries in my toys.	☑	☒
3) I thr the garbage.	☑	☒
4) My b thers use batteries in their toys.	☑	☒
5) My family m s alw ff toys that use batteries.	☑	☒
6) I never waste batte	☑	☒
7) My parents have tools that use s.	☑	☒
8) We have a vacuum that uses a battery.	☑	☒
9) We have a car that uses batteries and not ga	☑	☒
10) We charge batteries using electricity (plugging them in)	☑	☒

PREVIEW

Write and Draw Do you think your family ever wastes batteries? Explain.



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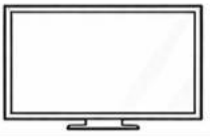
Name: _____ 102

Curriculum Connection
C2.4

Different Sources of Energy

Source of Energy	Does the thing below use batteries, gas, or electricity?		
1) Car 	Batteries	Gas	Electricity
2) Drill 	Batteries	Gas	Electricity
3) Toy train 	Batteries	Gas	Electricity
4) Lawn mower	tteries	Gas	Electricity
5) Lamp 	ries	Gas	Electricity
6) Television (TV) 	Batter	Ga	tricity
7) Computer 	Batteries	Gas	ectricity
8) Phone 	Batteries	Gas	Electricity
9) Chainsaw 	Batteries	Gas	Electricity
10) Camera 	Batteries	Gas	Electricity

PREVIEW

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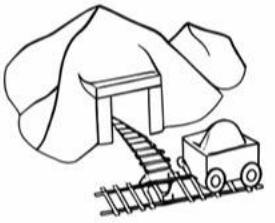
Name: _____ 105

Curriculum Connection
C2.5

Where Does Energy Come From?

Energy comes from our environment. If we look in the right places, we can find all the energy we use. If we waste the energy, we will run out!

Food	Wood	Fossil Fuels (Oil, Coal, Gas)
		
Farms	Forests	Underground

PREVIEW

Directions Where do we find the energy in our environment?

1) Strawberries	Farms	Forests	Underground
2) Gasoline	Farms	Forests	Underground
3) Corn	Farms	Forests	Underground
4) Bread	Farms	Forests	Underground
5) Wood	Farms	Forests	Underground
6) Natural gas	Farms	Forests	Underground
7) Coal	Farms	Forests	Underground
8) Carrots	Farms	Forests	Underground
9) Oil	Farms	Forests	Underground
10) Tree bark	Farms	Forests	Underground

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Name: _____ 106

Curriculum Connection
C1.1, C2.5

Using Energy Responsibly



Directions Is the use of energy responsible – yes or no?

1) Ben turns the light off in the basement when he goes upstairs.	☑	☒
2) Ashley and her husband both drive to the same workplace.	☑	☒
3) Sam [illegible] so he doesn't have to drive.	☑	☒
4) Lily [illegible] than she plays video games.	☑	☒
5) Nora leaves [illegible] vants to watch it later.	☑	☒
6) Henry's dad leaves [illegible] goes shopping.	☑	☒
7) Dan opens the fridge for a [illegible]	☑	☒
8) Bella's family keeps their house really warm [illegible]	☑	☒
9) Alex keeps his house cool and wears a swe[illegible] blankets to stay warm.	☑	☒
10) In the summer, Jack's family opens windows to let [illegible] instead of running the air conditioner.	☑	☒

PREVIEW

Write and Draw What do you do to use energy responsibly?

_____

_____

_____

_____

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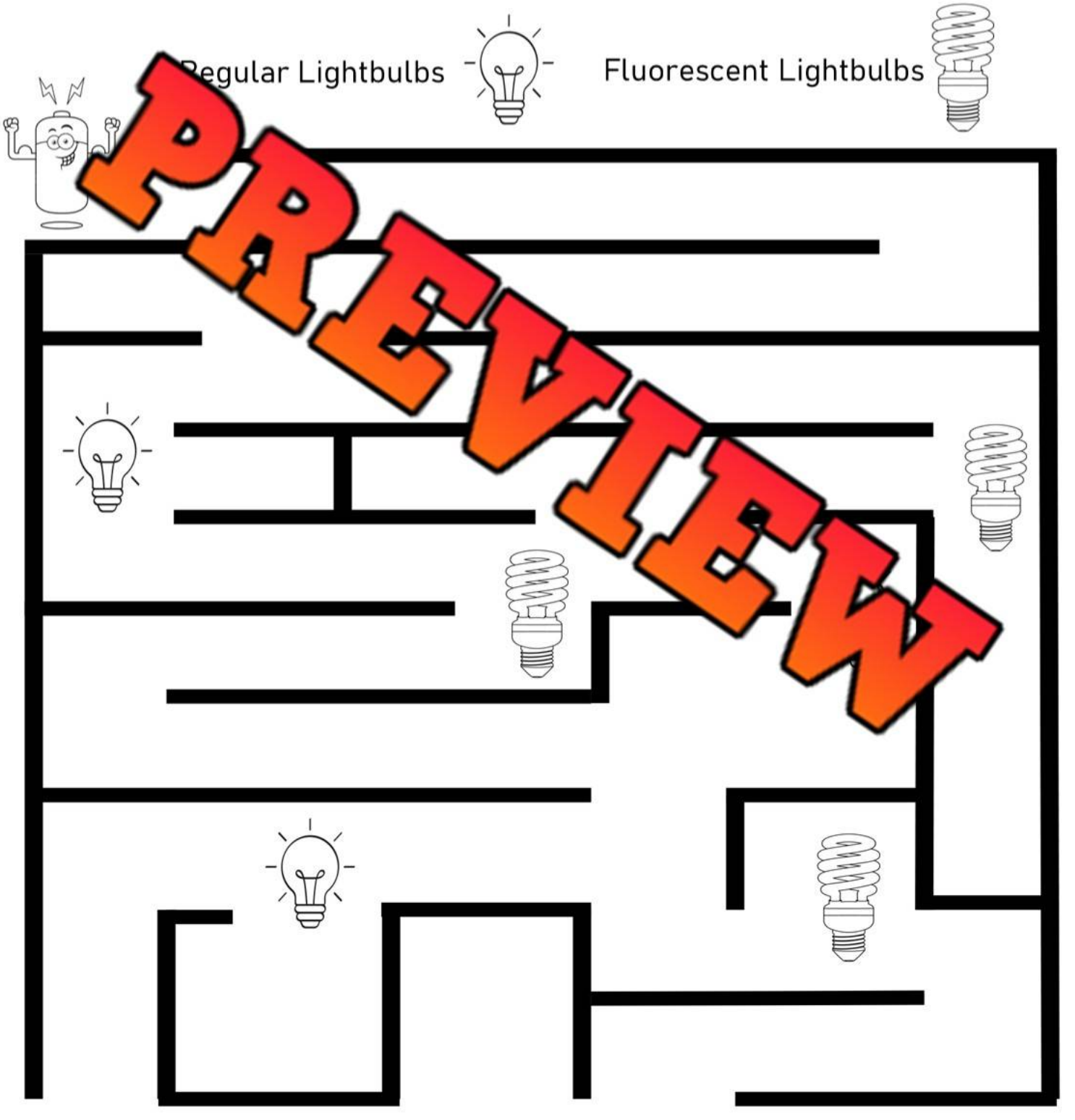
Name: _____ 108

Curriculum Connection
C1.1, C2.5

Change Your Bulbs

Maze

Did you know that fluorescent light bulbs use less energy than regular light bulbs. Help Mr. Energy find the fluorescent light bulbs! Colour them when he finds them.



PREVIEW

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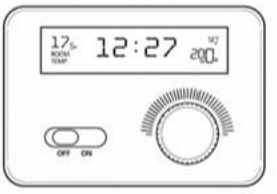
Name: _____ 110

Curriculum Connection
A2.1, C2.2

Coding – Thermostat

A **thermostat** is a computer that uses code to turn our heating and air conditioning on and off. Thermostats help us save energy! When a thermostat heats our house up to the right temperature, it turns off and saves energy. When the house gets cold again, it turns back on.



You can set your thermostat to not turn on when you are home. When you are at school and your parents are at work, the thermostat can turn the heat off.

PREVIEW

Directions Should you turn the thermostat on or off?

1)	No one is home during the day	On	Off
2)	Your family comes home at night	On	Off
3)	You are going away on vacation.	On	Off
4)	It is the summer and your family is home.	On	Off
5)	It is the spring so the temperature is nice	On	Off

Directions What temperature would you set your thermostat?

Cold - 18° C	Warm - 22° C	Hot - 25° C

1)	It is very hot outside on a summer day.	
2)	It is the winter and is very cold outside.	
3)	It is bedtime and you like to sleep in the cold.	
4)	It is winter and you want to save energy.	
5)	It is summer and you want to save energy.	

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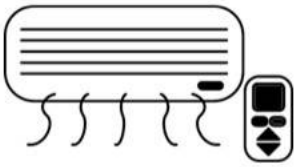
Name: _____ 111

Curriculum Connection
A2.1, C2.2

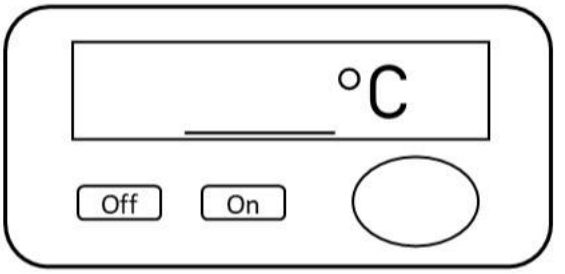


Directions Write the temperature on the thermostat

1)

Code – Instructions

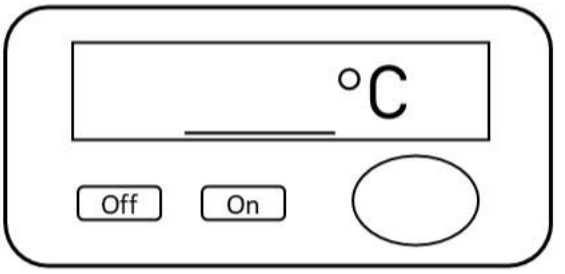
The thermometer reads 18°C + 3°C =



2)

Co uctions

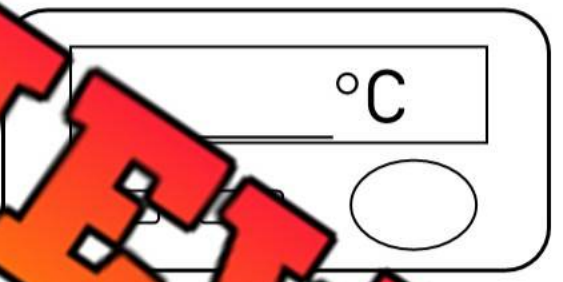
The thermom eads C =



3)

Code – Instructions

The thermometer reads 13°C + 6°C =



4)

Code – Instructions

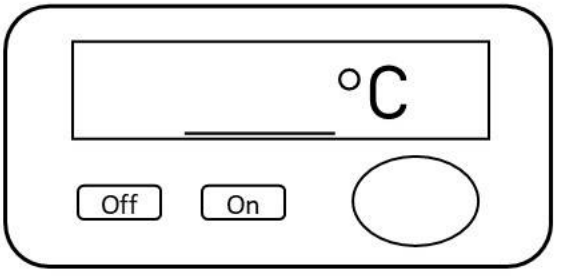
The thermometer reads 1°C + 20°C =



5)

Code – Instructions

The thermometer reads 15°C + 10°C =



PREVIEW

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Name: _____ 112

Curriculum Connection
C1.1, C2.6

Winter Energy Use

As the seasons change, we use energy differently. During the winter, people use more energy than during the summer. Here is why.

- When it is cold, people turn on their furnace which uses a lot of energy.
- Runnin[illegible] your furnace all day, everyday uses a lot of energy.
- Peopl[illegible]side more and use their electronics (TVs, computers, tablets).
- It[illegible]r, so people use light energy more.
- A [illegible]ses m[illegible] the winter because its tires don't grip the ground as[illegible]
- A home's wate[illegible]ter [illegible]e in the winter, so it uses more energy.



PREVIEW

Lightbulbs	Computer or Tablet	Te[illegible]on
Gas Station - Car	Bathtub (hot water)	Furnace

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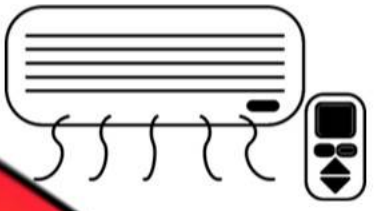
Name: _____ 113

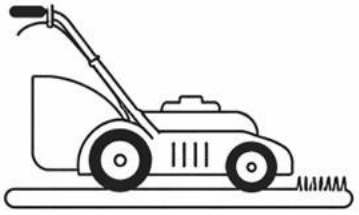
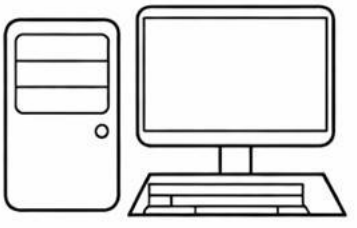
Curriculum Connection
C1.1, C2.6

Which Season Uses More Energy?

Seasons The pictures below use energy. Which season do you use the picture more?

Furnace	Air Conditioner	Boat
		
Summer / Winter	Summer / Winter	Summer / Winter

Lights		Fireplace
		
Summer / Winter	Summer / Winter	Summer / Winter

Lawnmower	Snow Plow	Computer
		
Summer / Winter	Summer / Winter	Summer / Winter

PREVIEW

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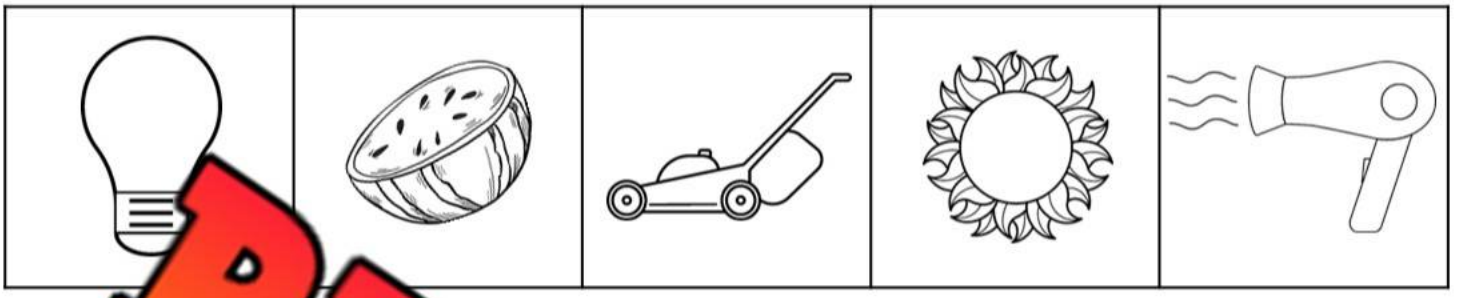
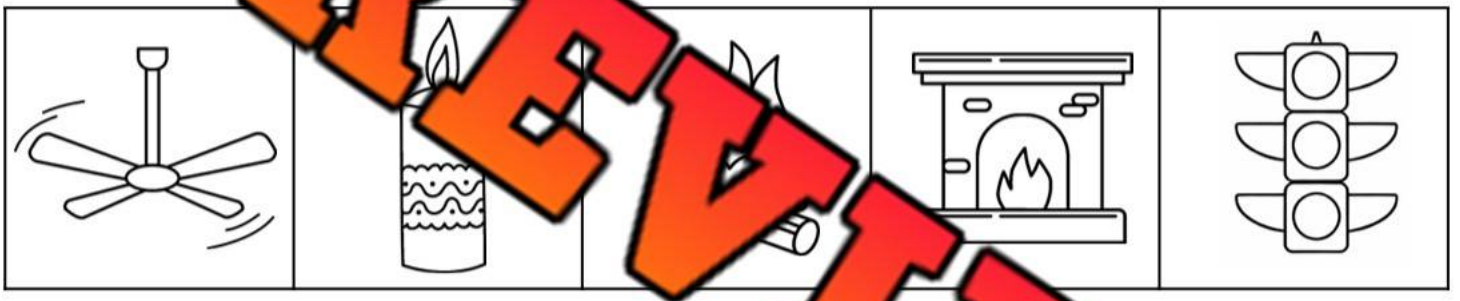
Name: _____ 115

Unit Test – Energy in Our Lives

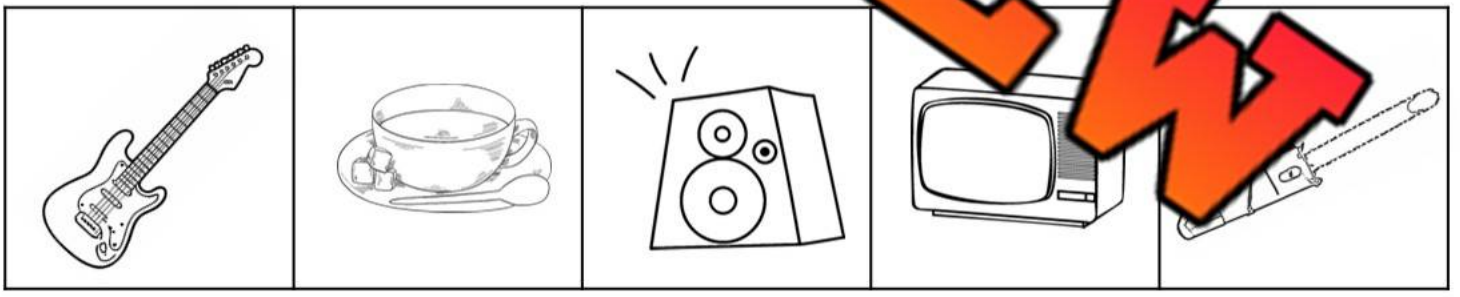
Heat Energy Circle the picture that is NOT heat energy.



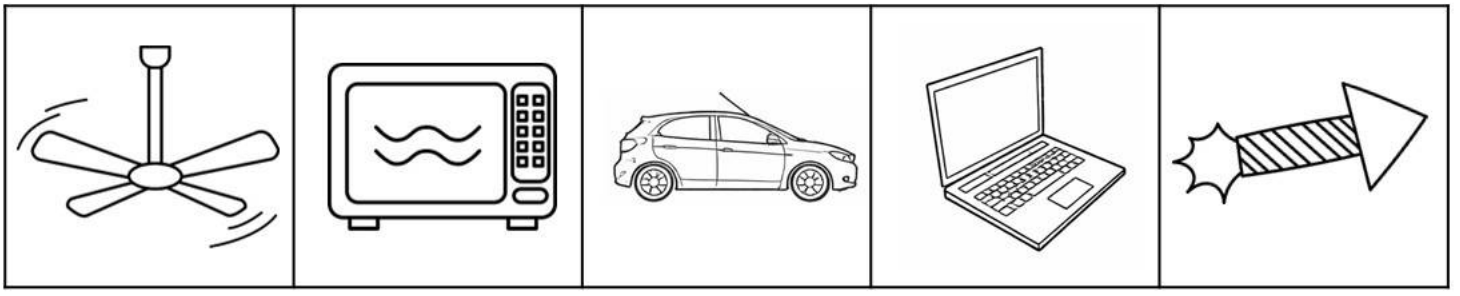
Light Ene Ci[illegible]ture that is NOT light energy.



Sound Energy Circle the picture that is NOT [illegible] en[illegible]



All 3 Types Circle the picture that does NOT make heat, sound, AND light.

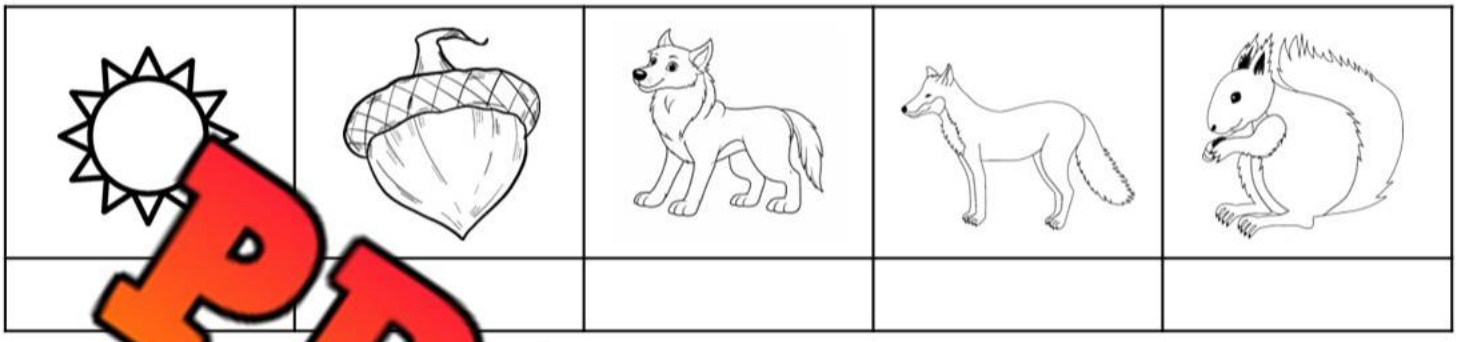


PREVIEW

Energy Chain Order the plants and animals by numbering them.

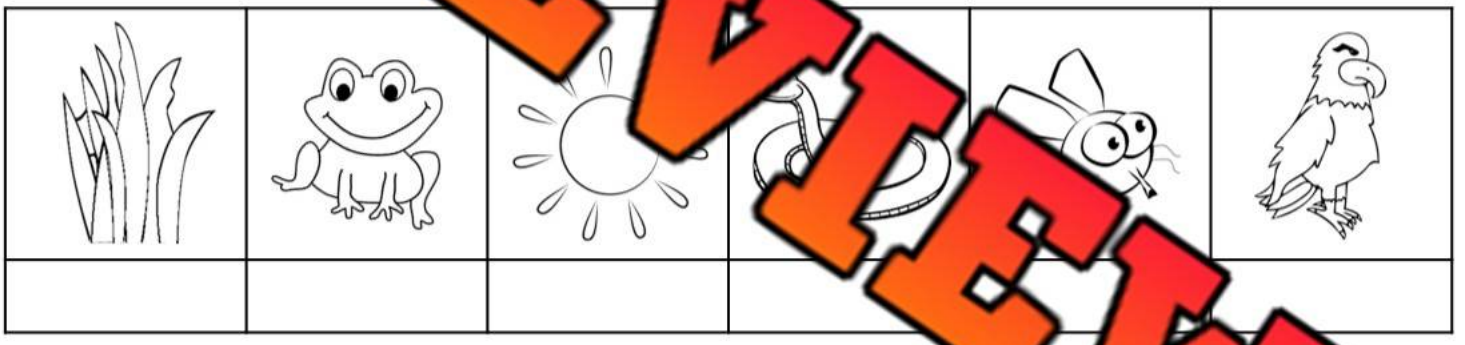
5-Link Energy Chain

Number the plants/animals 1-5



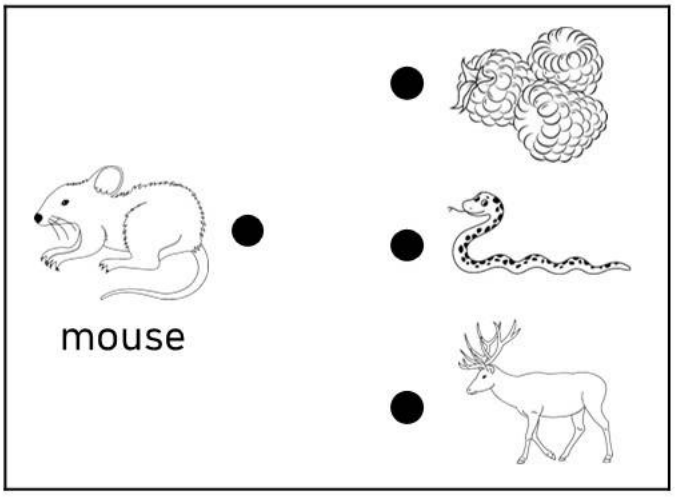
Energy Chain

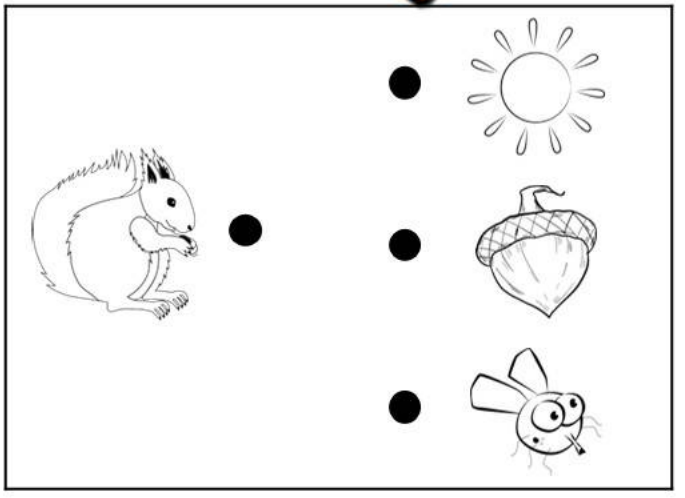
/animals 1-6



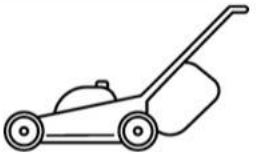
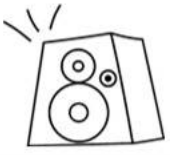
PREVIEW

Matching Draw a line from the plant/animal to what it eats fo





Source of Energy | Does the thing below use batteries, gas, or electricity?

1) Lawnmower 	Batteries	Gas	Electricity
2) Car 	Batteries	Gas	Electricity
3) Tele 	Batteries	Gas	Electricity
4) Camera 	Batteries	Gas	Electricity
5) Watch 	Batteries	Gas	Electricity
6) Speaker 	Batteries	Gas	Electricity
7) Chainsaw 	Batteries	Gas	Electricity
8) Lamp 	Batteries	Gas	Electricity
9) Phone 	Batteries	Gas	Electricity
10) Computer 	Batteries	Gas	Electricity

PREVIEW

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