### Worksheet 5-5—Lesson Plan Format
(adapted with permission)

<table>
<thead>
<tr>
<th>Subject: Life Science</th>
<th>Teacher: Norma Johnson/Sonja Humphries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Name: Energy Resources</td>
<td>Location: Jerome Middle School</td>
</tr>
<tr>
<td>Class: 7th Grade</td>
<td>Unit Context: Research</td>
</tr>
<tr>
<td>Date:</td>
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</tbody>
</table>

#### Activities
Mrs. Humphries will instruct students in how to use LiLi-databases and brainstorm a list of effective search terms

Students will independently use listed search terms to locate information on sources of energy

Using a graphic organizer, students will record relevant bits of information

#### Big6™ Skills

**Task Definition:** Students will research sources of energy on LiLi.org (3-5 sources must be used)

**ISS:** Brainstorm sources of info

**LA:** Determine which sources they will use

**U of I:** Students will represent located information in graphic organizers and list of 3-5 resources

**E:** rubric, graphic organizer, list of 3-5 resources (works cited)

#### Idaho Science Standards

**Personal and Social Perspectives; Technology Goal 5.3:** Understand the Importance of Natural Resources and the Need to Manage and Conserve Them

7.S.5.3.1 Identify alternative sources of energy.

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Learning Context: Students will research sources of energy and determine best sources of information. Then students will create a graphic organizer.

**Materials/Resources:** Computer Lab., Librarian, graphic organizers

**Evaluation:** completed graphic organizer that meets rubric requirements

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*The Definitive Big6™ Workshop Handbook*, page 78

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<tr>
<th>Activities</th>
<th>Big6™ Skills</th>
<th>Idaho Science Standards</th>
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<tbody>
<tr>
<td><strong>Teacher:</strong> Norma Johnson/Sonja Humphries</td>
<td><strong>Subject:</strong> Life Science</td>
<td><strong>Personal and Social Perspectives; Technology</strong></td>
</tr>
<tr>
<td><strong>Location:</strong> Jerome Middle School</td>
<td><strong>Lesson Name:</strong> Compare and Contrast</td>
<td><strong>Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them</strong></td>
</tr>
<tr>
<td><strong>Class:</strong> 7th Grade</td>
<td><strong>Date:</strong></td>
<td>7.5.5.3.1 Identify alternative sources of energy.</td>
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#### Activities
- In groups, students will share their graphic organizers and discuss their findings
- Students will identify the characteristics of renewable energy and of nonrenewable energy
- Students will discuss and determine where energy comes from, how it is captured and how it is replenished
- Each group will create a T-chart showing which energy resources are renewable, and which are nonrenewable, including responses to these questions they discussed: Where does energy come from? How is the energy captured? How is the energy replenished?

#### Big6™ Skills
- **TD:** Student will compare and contrast renewable and nonrenewable energy resources
- **UI:** In pairs or small groups, students will use their research organizers to determine which resources are renewable and which are nonrenewable
- **S:** Students will create a T-chart showing renewable and nonrenewable resources and include responses to these questions: Where does energy come from? How is the energy captured? How is the energy replenished?
- **E:** T-chart

#### Idaho Science Standards
- **Personal and Social Perspectives:**
- **Technology Goal 5.3:** Understand the Importance of Natural Resources and the Need to Manage and Conserve Them
- **7.5.5.3.1 Identify alternative sources of energy.**

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**Learning Context:**
In pairs or small groups, students will use their research organizers to determine which resources are renewable and which are nonrenewable. Students will create a T-chart showing renewable and nonrenewable resources and include responses to the questions.
Materials/Resources: Student’s graphic organizers, T-chart with questions.

Evaluation: T-chart

Notes:
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<tr>
<td>In the computer lab, students will discuss best sources and brainstorm best search terms. Students will use the LiLI databases to find information on alternative energy resources being explored worldwide. Students will organize their information in one of the following formats: poster, PowerPoint, speech.</td>
<td>TD: Using the LiLI-databases, students will research alternative energies being explored worldwide. The teacher will explain the expected outcome, using a rubric. Students will have a choice of presentation methods. ISS: Students will discuss best sources for research and brainstorm best search terms. LA: In the LiLI-databases, determine which sources to use. UI: Students will extract relevant information pertaining to alternative energies being explored worldwide.</td>
<td>Personal and Social Perspectives; Technology Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them 7.5.5.3.1 Identify alternative sources of energy.</td>
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**Learning Context:**
Students will discuss best sources for research and brainstorm best search terms. Using the LiLI-databases, students will research alternative energies being explored worldwide. Students will create either a poster, PowerPoint presentation, or a speech.
Materials/Resources: Computer lab.

Evaluation: self-reflection, presentation rubric

Notes:
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<tr>
<td>Students will listen and interact with CSI professors</td>
<td>TD: Students will develop a plan on how to cut down on energy use at the student’s home</td>
<td>Personal and Social Perspectives; Technology Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them</td>
</tr>
<tr>
<td>Students will jot simple notes</td>
<td>UI: Professors of Environmental Science from College of Southern Idaho will address conservation issues in a classroom presentation</td>
<td>7.5.5.3.1 Identify alternative sources of energy.</td>
</tr>
<tr>
<td>Students will review notes and develop a conservation plan for their family (a checklist will be provided)</td>
<td>S: Using what they learned from the professors, students will develop a plan on how to conserve energy in their own home</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E: the student’s plan (checklist, or journal entry)</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Context:**
Students will develop a plan on how to cut down on energy use at the student’s home

**Materials/Resources:** home conservation checklist,

**Evaluation:** completed home conservation plan