**I See a \_\_\_ Working for Me**

**Subject Area and PreK Guidelines**: Science and Drama

*Science-Physical*

PK4.VI.A.4 Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity.

*Fine Arts-Dramatic Expression*

PK4.VIII.C.1 Child creates or recreates stories, moods, or experiences through dramatic representations.

*Technology*

PK4.X.A.3 Child uses digital learning applications to contribute to class-made digital products that express own ideas, as appropriate. PK4.X.A.3 Child uses digital learning applications to contribute to class-made digital products that express own ideas, as appropriate.

**Objectives:**

1. Students will be able to state different types of sources of energy they use in their households related to light, heat, and electricity.
2. Students will be able to act out the different objects they found that use one of the three types of energy sources in their home so others might be able to guess correctly what the energy source is.
3. Students will be able to sort, group, or classify objects in meaningful ways based on one or more characteristics (e.g., hard/soft or heavy/light; materials that are made of wood, plastic, rock) using Jamboard.

**Materials**

No materials needed other than URLs:

Charlie Chaplin, 2:50 min -- <https://www.youtube.com/watch?v=_Cfr7iv78o4>

Energy, 5:10 min adjusted (start at :49 minutes and end at 5:59 minutes) -- <https://www.youtube.com/watch?v=uMH0zrZegDU>

Jamboard, <https://jamboard.google.com/d/1WXXX1b_GOZJzeRkF_mfM-2HzX77VBA76tn0XcqmhOrU/edit?usp=sharing>

**Instructions—**

1. Watch some of the Charlie Chaplin (1889-1977=88 years old) video explaining he is a famous English actor that used pantomime to act out his feelings instead of words.
	1. Ask how did we know what he was thinking?
	2. When he saw that his safety belt wasn’t on any longer what do you think he was feeling by his expression and actions?
	3. What about the expressions of the man that was holding the rope attached to the safety belt?
	4. This type of drama is called *pantomime* —it is a different form of acting since it portrays experiences, emotions, or thoughts through body movements instead of words.
		1. Mimes typically act alone and use imaginary objects to express a theme
		2. Pantomine can be one person but usually includes a group of people; uses actions and situations/objects to create an illusion of reality
	5. Anyone participate in other forms of dramatic expression like: Opera? Dance/Ballet? Musicals/Plays? Dialogues? Poetry Readings?
2. Keeping the idea of pantomime in your thoughts since you are going to use it today to demonstrate what you understand about energy in your home.
3. Here’s a short Energy video that will either be a review or new information for you but overall just remember the types of invisible energy that we use in our homes. No quizzes, no worries!
	1. *common (renewable) sources of energy (e.g., sun, wind, water) --- Coal, oil, natural gas, and nuclear energy are (non-renewable)*
4. So just to review, the video reminded you of some household items that light things up, some that keep multiple things in the house cold or warm, some that provide electricity to objects to work—so items that create light, heat, and use electricity. These are the groups to keep in mind as you go around your house to find an item, not a lightbulb, too easy, that you might be able to pantomime for your breakout room partner to guess. Then you will choose one of the two objects to pantomime for the whole group to guess. You will only have 10 min to find the items, act it out, choose one to refine the pantomime AND return to the main room.
5. Now go look around your house and work with your partner in your breakout room.
	1. 10 minutes timed
6. Ask students to pantomime an object that uses light, heat, or electricity for the whole group in the main room.
7. While they guess, I create a list of the items.
8. They are put back in breakout rooms to sort them into sources of energy by light, heat or electricity using [the Jamboard](https://jamboard.google.com/d/1WXXX1b_GOZJzeRkF_mfM-2HzX77VBA76tn0XcqmhOrU/edit?usp=sharing) slide #1 then create one other meaningful sort/grouping/classification on Jamboard of your own using a minimum of three items from the entire list (you don’t have to use all of the items)—it could be hard/soft; heavy/light; type of materials they are made from (wood, plastic, rock, etc). Add the meaningful sort to the Jamboard slide #2.
9. Go work on your sorts in your breakout room.
	1. 10 minutes timed
10. **Share the jamboard URL** to allow them to share their sorts/groupings/classifications.
11. Summarize using the SLOs.