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Types of energy transfer worksheet

General lesson plan Student will be able to distinguish between heat energy, temperature and heat. Student will be able to explain how adding or removing heat from a substance can change their condition. Student will be able to define management, leader, insulator, convection and radiation. Students have been introduced to the concept of energy transfer in a previous year with the standard: SC.6.E.7.1: Differentiate among radiation, conduction and convection, the three mechanisms by which heat is transmitted through the Earth's system. Because this is an hourly lesson, you may need to review the following concepts before learning this lesson. Define energy and temperature. Review how heat affects an object's condition. Review the relationship between thermal energy and kinetic energy. Students must have learned the following standards from previous lessons. Students should also have learned the following standards before class. SC.7.P.11.4 Examine and describe the conversion of energy from one form to another. SC.7.P.11.3 Citing evidence to explain that energy cannot be created or destroyed, only changed from one shape to another. Common misconceptions: Cold is transmitted from one object to another----FACT: Heat transfers from warmer objects to cooler objects The temperature of an object depends on its size.----FACT: Temperature does not depend on size, but, the average kinetic energy of particles of the object. Some items cannot be heated.----FACT: All items can be heated. Some heat up faster than others. How can we see if heat is transferred from one object to another? What happens to a substance when we add or remove heat? What are the ways that heat can be transferred from one object to another? Answer: 1. How can we see if heat is transferred from one object to another? We can feel the heat from an object by touching like a mug that starts at room temperature and gets hot when coffee is poured. We can see the food browning on a grill as heat is transferred from the fire to the food. We can hear water boiling in a teapot when it whistles. 2. What happens to a substance when we add or remove heat? Heat transmitted from the object with the higher temperature to the object with the lower temperature until both maintain an equally high temperature. Adding or removing heat can also change the shape of the object or substance Ex. Ice cube melts into water Ex. Brownie batter changes to brownies. Ex. Water boiling to steam 3. What are the ways that heat can be transferred from one object to another? Conduction - heat is transmitted through direct contact Convection - heat is transmitted by the movement of matter in air or water currents Radiation - heat is transmitted by electromagnetic radiation through air without direct contact. The teacher will organize class in groups of 3 to 4. Each group will receive a plastic zippered bag with four ice Students will be informed that they will have about 5 minutes to melt the ice cubes by any method without opening the bag. Students will also be asked to record their method and observations on after every minute. After 5 minutes, let students discuss their methods, observations and results. This will lead to questions to gain access to students' prior knowledge of temperature and energy. Students will write down vocabulary for the lesson, ready to take notes during the PowerPoint presentation. PRESENTATION The teacher begins the lesson with a PowerPoint presentation that reviews previous concepts and begins the Lesson on Power Transfer. (See attachment) At the end of the PowerPoint presentation, students will begin the guided activity to develop a foldable, whose lesson information is organized. GUIDED PRACTICE The teacher will introduce the foldable and provide instructions for students to begin a Guided Practice activity. INDEPENDENT PRACTICE Students will complete their foldable as Independent Practice and also complete another handout to review their understanding of the lesson. ASSESSMENTS/FEEDBACK There are two Formative assessments to be issued; one as a clicker response and another as a team competition. A Summative Assessment will be given to students in the form of a quiz. Students will receive feedback during periodic discussions, within their teams as they complete their foldable, and when we review responses to all assignments and quizzes. The students will also receive a final assessment in the form of an EXIT TICKET. LESSON EXTENSION Student extension of learning may include creating a memory card game with match examples of the three types of heat transfer. The teacher will begin the guided practice by sending out prints. The teacher will give direction in how to fold the handout. The teacher will work through two examples with the students and they will complete within their small groups. Students will create a foldable using the information they have learned about Heat Transfer. Working in small cooperative groups, students will receive materials to create the foldable. Students are cutting and categorizing each statement by pasting under the right type of heat transfer. Students should cut and categorize the illustrations by pasting under the right type of heat transfer. Print the materials before class. Heat Transfer Foldable.pdf For the independent practice, students will first complete their foldable. With the help of their foldable, students will fill out a spreadsheet to review examples of energy transfer. Handout will ask students to explain what types of heat transfer occur in each image. There may be more than one. Print this handout Methods of Heat Transfer worksheets.pdf and faint after students complete their foldable should be used to guide their independent practices. It is to will examine guiding issues and discuss. How can we see if heat is transferred from one object to another? What happens to a substance when we add or remove heat? What are the ways that heat can be transferred from one object to another? The teacher will ask students to complete an EXIT TICKET by answering the following: Directions: In their own words, define the three types of heat transfer and an example of each Student response will vary. Possible student answers: Conduction is energy transfer through direct contact. Example: stove boiler, coffee heating mug Convection is energy transfer by moving matter into liquid or gas. Example: water heats up in a teapot, the air conditioner cools the house Radiation is energy transfer by electromagnetic radiation through space air and does not require direct contact. Example: sun melts snowman, campfire bowls marshmallows Students will get a quiz of questions to measure students' learning. Students will identify the method of heat transfer given a specific scenario. Lesson Quiz - Energy Transfer.pdf After learning the lesson, the teacher can assess students' knowledge of Heat Transfer by asking the following questions. Using a clicker system or online website clicker system, Socrative.com, will provide the teacher with specific and quick feedback. With this information, the teacher can decide whether the learning goals need to be reviewed. Energy transfer Read each kit and select the type of energy transfer. A- Conduction B- Radiation C- Convection water in a pot boils. The sun melts the snow on the ground. A bird glides across the sky by catching an updraft. The coffee mug is hot after coffee is poured. Marshmallows are roasted on an open fire. Another Formative Assessment will be a list of statements to complete with vocabulary words learned. Group students to teams with varying reading levels and get them to compete to respond to these statements. Give an incentive to the winning team. Print this document to place under your document camera to present to your class. Formative assessment.pdf At all stages of the lesson, the teacher will monitor student activity to correct misconceptions or provide additional support. Direct feedback will be received by students when the clicker system is used. After completing the Guided Practice task, students will provide feedback to members of their own groups. Summative Assessment will be a quiz that will provide individual feedback. Feedback to students: At all stages of the lesson, the teacher will monitor student activity to correct misconceptions or provide additional support. Direct feedback will be received by students when the clicker system is used. After completing the Guided Exercise activity, students will provide feedback to in their own groups. Summative Assessment will be a quiz that provide individual feedback. Summary assessment: Students will be asked a quiz of questions to measure students' learning. Students will identify the method of heat transfer given a specific scenario. Lesson Quiz - Energy Transfer.pdf If necessary, heterogeneous groups will be organized to accommodate ESE and ELL students. This will allow support within their groups for each student. For students who may need help with cutting and felling, the teacher can make them foldable before the activity. For students who may need help registering lesson information, providing a copy of PowerPoint can replace handwritten notes. The following accommodations are provided in this lesson: Provide a visual presentation of information to include illustrations Providing flexible grouping of students; Small Groups Peers used as natural support within the classroom Creation of charts and diagrams to summarize information Provide a learning guide to reinforce concepts Providing student activities involving whole brain learning To expand learning, students can create a set of matching memory cards, with examples of energy transfer. Players would match pairs of two that are the same type. Here are the instructions: Memory Card Game.pdf Suggested Technologies: Document Camera, Computer for Presenter, Internet Connection, LCD Projector, Microsoft Office Special Material Needed: Materials needed are: write attachments scissors crayons or color pens glue sticks white printer paper To improve prior knowledge for students, the teacher may want to assign some homework to review the necessary prerequisites standards. For the foldable activity, the teacher may want to create some completed ones for students who may have difficulty completing this task. The teacher should also create a test foldable to display as a model and as a response key to show to students. When working in groups, sometimes it's good to choose team captains and give a smaller group with instructions to bring back to their teams. The team captain can be the one who comes to the teacher with group questions or reflection during the activity. Be sure that students complete foldable before completing the spreadsheet for independent practice. The foldable will guide students to distinguish between the three types of heat transfer. By Author/Submitter lesson is designed to teach the lesson within a 60 minute class period. However, students' prior knowledge may affect the lesson time. Time.

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