

We read The Sun Our Nearest Star aloud to the students, stopping to discuss important concepts and facts. I then had the students open up to their graphic organizer on page 3 of their Student Activity Packet. I explained to students that they will walk around the room to read and review some sun facts that they learned from the video clip as well as the book. The facts were displayed on “Sun Facts” cards which will be posted around the room. As they read the card, they had to categorize and write the fact into the correct spot on their graphic organizer. I gave the students several minutes to walk about the room, categorizing the “Sun Facts” on their graphic organizer. The facts are written as complete sentences, but students can put them in shorter phrases in their own words on their graphic organizer. Once students had a chance to write all the facts down in their SAP, I brought them all back together. We checked our work. We then discussed all the important facts that they’ve learned about the sun. I then went into the day’s lesson using S’mores as my teaching tool.

Third grade students at NVE learned that if they harness the energy of the Sun it will make the best snack ever invented! S'Mores! Students demonstrated that mechanical and electrical machines produce heat and sometimes light. Students used the science process and thinking skills by learning that Heat energy can be produced by mechanical and electrical machines, and can sometimes produce light.

Our Invitation to Learn

I asked students for some examples of heat sources - things that produce heat. I wrote them on the board. If machines were not mentioned, I talked about some machines that also give off heat, even if they are used for something else. My think question to help make a connection: “Has anyone ever felt the back of a computer?” We talked about how sometimes it is warm. I then went into how Light bulbs can get so hot that you could burn yourself if you touched one while it was still on. Making a connection to heat as a source. We then made our smores and watched Bill Nye the Science Guy “Heat” while the S’mores cooked under the lights. We attached a thermometer so we could watch the heat rise. Temperature is used to measure the amount of heat energy. They learned about different sources of heat and discovered by exploring how electricity is used to produce heat and light by cooking a S'more. Pictured Lydia Dart

