

Electricity & Safety Unit

Teachers Notes - Lesson 1 - Slide 3

Know, want, learned

What I know, What I want to know and What I learned

Teachers activate students' prior knowledge by asking them what they already know then students (collaborating as a class unit or within small groups) set goals specifying what they want to learn.

After reading and using information gained as a class unit or small groups students discuss what they have learned.

A worksheet is given to every student that includes columns for each of the categories.

Students demonstrate higher order thinking strategies by completing the table below that helps them construct meaning from what they have read and help them monitor their progress towards their goals.

K What do I know about electricity?	W What do I want to find out?	L What have I learned?
<p>Students could answer questions after initial brainstorming and discussion activities.</p> <p>For example:</p> <ul style="list-style-type: none">• Electricity travels along powerlines.• Electricity travels in circuits.• Don't touch an electric hair dryer if it falls in the water.• Don't put your finger or any other object in a power switch.• Don't go near fallen powerlines and stay at least 8 metres away from them.• Lots of appliances use electricity.• Stay out of substations.	<p>Possible questions to guide research.</p> <p>For example:</p> <ul style="list-style-type: none">• What is a circuit?• What does series and parallel mean?• Why can water conduct electricity?• Are there alternative sources of power?• What is a transformer?• What should I do in an electrical emergency?• What happens when you are electrocuted?	<p>Completed as a class or by an individual student</p>