

NHSaves Education Challenge



Elevate student voice and give students an authentic audience for their work through the NHSaves K-12 student writing challenge. Students respond to topics about energy efficiency and create projects to educate and encourage their community to make sustainable energy choices. Submission format may vary as long as a written component is included with the entry and the project is shareable via local newspapers, on school websites, or other public formats. Winning entries will be selected three times per year, published through various media outlets, and awarded a prize. See [the NHEEP website](#) for all details.

Guidelines for entries:

- 1) Work should be that of students themselves, though teachers or parents can guide the process through questions and suggestions.
- 2) Submissions may include (but not be limited to) text and illustrations in the form of stories, poems, opinions or informational pieces.
- 3) Submissions may be the work of individuals or groups.
- 4) Submissions should include permission to publish.
- 5) NHEEP will assess student responses using this writing [rubric](#).

Grade levels: K-2

Writing Instructions:

1. Read, watch, listen to, and interact with content material (listed resources and/or class work) through discussion prior to writing.
2. Write in response to the prompt.

Suggested Classroom Pacing:

1. Read books and resources aloud and discuss energy use ideas and impacts.
2. Students journal their reading responses with visual supports.
3. Try out energy efficiency practices as a whole group, collect data and use kid-friendly graphs. (See [Energy Behavior Log](#).) Discuss outcomes (ex. Power patrol).
4. Share the writing challenge prompt, then model a whole group writing response for the class.
5. Have students respond to the prompt individually or in small groups using drawings and words.

Prompt/Question: Explain how we can use less energy to take care of ourselves, each other, and nature.

Resource Links:

- **Reading:** *Go Easy on Energy* by Lisa Bullard © 2011 (available for free to teachers on Epic)
<https://www.getepic.com/app/read/48429>
- **Reading:** NEED Energy Infobooks, Primary © 2018
<https://www.need.org/energyinfobooks>
- **Video:** “Energy, Quit Wasting It All, Will Ya?” by SchoolHouse Rock © 2007
<http://www.viewpure.com/8rrgpGo1Fw8?ref=bkml>
- **Video:** Better Light with Less Energy by European Commission © 2010
<http://www.viewpure.com/q-zYcUPHpr4?ref=bkml>
- [Writing Response Template](#)
- Tally sheet for energy-saving behaviors: [NHEEP energy behavior log](#)

Additional NHEEP resources: Conservation Kids Workshop
<https://www.nheep.org/>

Standards:

[ELA Common Core Writing](#) (referenced standards are for 1st grade)

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[ELA Common Core Language](#) (referenced standards are for 1st grade)

CCSS.ELA-LITERACY.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CCSS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS.ELA-LITERACY.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

CCSS.ELA-LITERACY.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CCSS.ELA-LITERACY.L.1.2.A Capitalize dates and names of people.

CCSS.ELA-LITERACY.L.1.2.B Use end punctuation for sentences.

CCSS.ELA-LITERACY.L.1.2.C Use commas in dates and to separate single words in a series.

CCSS.ELA-LITERACY.L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

CCSS.ELA-LITERACY.L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

NGSS:

[K-ESS3-3](#) Communicate solutions that will reduce the impact of humans on the land, water, air and/or other living things in the local environment.

[K-2-ETS1-1](#) Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new object or tool. (*Note: in this case, students develop a process.*)

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