

STATES of MATTER SCIENCE UNIT



Suggested Lesson Plan 1 Week - Matter

*Have pages 11-19 Printed and stapled together for a daily journal.

Day 1- Use the KWL chart for Matter to activate prior knowledge. Ask students what they know and list their comments on the KNOW column. Ask students if they ever wonder or want to know about matter. Have them fill in their answers on the KWL chart. Leave the last column, LEARNED blank to fill in after the unit. Read a book about MATTER and/or watch this Jack Hartmann video for a hook. — [Move like Matter https://youtu.be/3IW8E1YR0kE](https://youtu.be/3IW8E1YR0kE)

Introduce the POSTERS (provided) to the students by reading each vocabulary word, the definition, and hang them where students can refer to them during the unit. Use the Science Journal to have students log something they learned during each lesson or just after inquiry lessons. I made it 6 pages long, so the last page can reflect what they learned.

After filling out the KWL chart together, pass out the posters.

Day 2 - Review yesterday's KWL chart to activate prior knowledge. Have students help you create a class song. Have students help you create a class song. Pass out the I SPY MATTER (pg. 2) and have students count the number of liquid, solids and gases.

Day 3 - Review the vocabulary posters with the students. Have students hold up the picture (p34) if they have a Venn Diagram to compare pizza and water using the correct area. NOTE: There is a blank Venn Diagram for students to use to compare matter, the properties to describe each and compare.

Day 4 - MAKE BUTTER - Share the posters — Pg. 26 is the SHAKE SORT. Have students make a prediction prior to shaking the butter with shoulder partners.

Day 5- INQUIRY LESSON — Have students use different objects to see if they can test the objects and write down their findings.

- Students can use the posters to help them.
- There is a Rubric for the inquiry lesson.
- Pages 30- 32 are extra pages for the inquiry lesson.
- Pg. 32-33 are provided for the inquiry lesson.

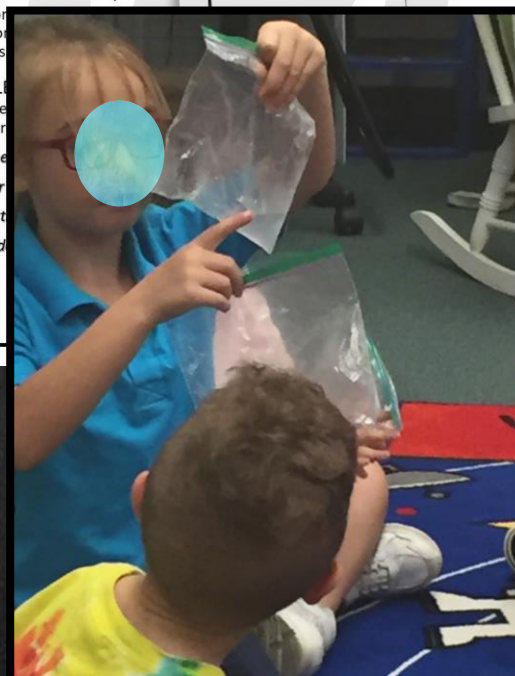
1 Week Suggested Plans

Name: _____

Topic: _____

KNOW	WONDER	LEARNED
Before you read, write what you know about the matter.	Before or as you read, write what you wonder or want to know about the matter.	After you finish reading and learning, write what you learned about the matter.

Think



INQUIRY LESSONS Included
POSTERS, Songs, Rubrics
KWL Chart



6 Posters

Printables

Data Journal

Solid

A solid
matter.
own sh
and do

Liquid



A liquid is a state of
matter. A liquid
flows like water
and will take the
shape of its
container.

Gas



as is a state of
tter. I
e and
e shap
contain

Properties

Texture
Weight
Temperature
Color
Shape

Name _____

Liquid

Solid

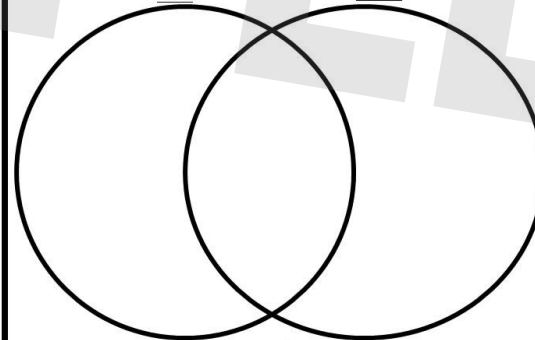
Gas

Comparing Matter

Name _____

Pizza

Water



Cut the squares and paste them
correctly on the diagram.

Solid	Liquid	Takes up Space	Clear	Food
Has a shape	No Shape	transparent	wet	Safe to Consume

Teaching is a SNAP when it is already
prepared for you!

Compare and Contrast



Rubric

NAME _____

© 2017 Teacher's Brain All Rights Reserved

Name: _____

© 2017 Teacher's Brain All Rights Reserve

Total POINTS

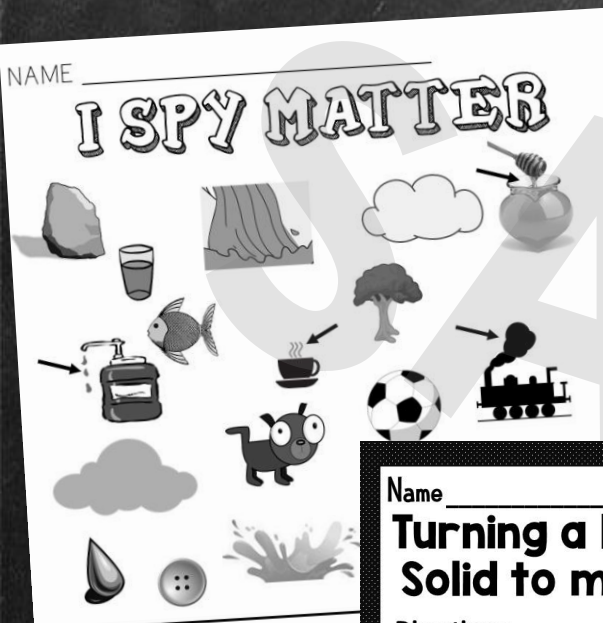
Name _____

Teacher's Comments

© 2017 Teacher's Brain All Rights Reserved.



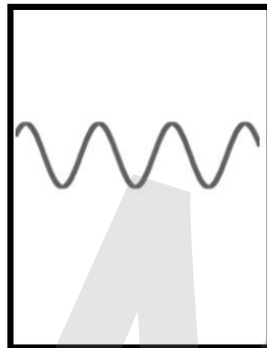
- I SPY
- Sink and Float
- Make Butter



Number of liquid
Number of solid
Number of gas

Sink or Float?

Draw a picture of how something looks when it **sinks**.



Draw a picture of how something looks when it **floats**.



Describe where the object is if it _____

Shake Song

(tune of B-I-N-G-O)

There was a jar we shook around
To see what we could make-EE

S-H-A-K-E, S-H-A-K-E, S-H-A-K-E
And soon saw diff

Inquiry Ideas

Give students a Ziplock bag with a couple ice cubes. Have one bag with ice cubes that no one touches. Give students the other bags to figure out how to turn the ice into a liquid quickly. Remind them not to put a hole in the bag.

Blow up a balloon. Have some torn pieces of paper on the desk. Let the air go to show it blowing the paper around the room. Explain that air is an invisible gas.

Make Root Beer Floats to teach all States of Matter
The root beer is the liquid, give the ice cream as a solid and mix them to see the air bubbles make a gas. (p. 32-33)

Make cookies to show how to mix matter (liquids and solids).

Name _____

Turning a Liquid into a Solid to make Butter

Directions:

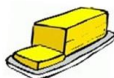
Add 1 cup of heavy cream to a clean glass jar with a tight lid. Have students take turns shaking the jar singing the **Shake** song.

As the cream mixes, the fat molecules separate from the liquid and clump together to make a solid.

* For faster results have the cream room temperature.

Pour the liquid out of the jar, and let the students try some on crackers, pretzels or bread. (As always, make sure there are not any food allergies prior to any food inquiry lesson.)

You can refrigerate butter until ready to use again.



Name _____

Chose an object, circle your prediction, test it in the water, and circle the actual answer.

Draw or Write the object	Circle your prediction	Actual
	Sink	Sink
	Float	Float
	Sink	Sink
	Float	Float
	Sink	Sink
	Float	Float
	Sink	Sink
	Float	Float
	Sink	Sink
	Float	Float

d. But they won't stay there if you release the pressure. Hence project for kids on states of matter, and see what happens.

oda pop. Balloon. Watch pop, and set it on a table.

a balloon over the neck of the bottle. Pull the balloon's end well tightly.

every 10 minutes for any changes.

data journals.

on dioxide gas has been dissolved in the liquid under the releases the pressure and lets the gas escape.

struction paper. Discuss the properties of the how to change the paper and properties ons. (tearing, coloring, etc.) Discuss



I predict

Draw what the cream looks like after it's shaken.



(cir
Liquid



Rate This



Name: _____

Did you like your float?

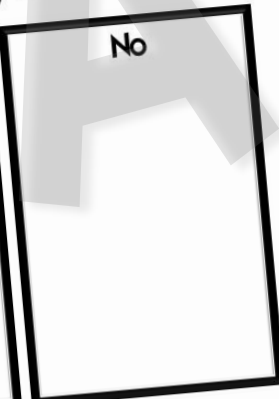
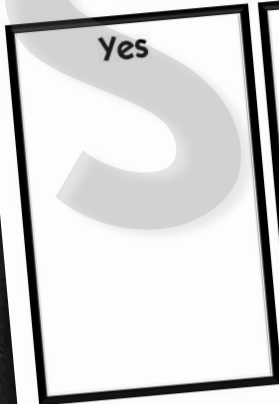
Yes

No _____

Ask your friends if they liked their float. Tally the results.

yes

No

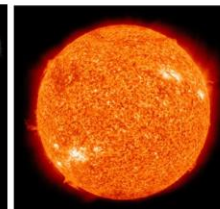


Yes No
Graph it:

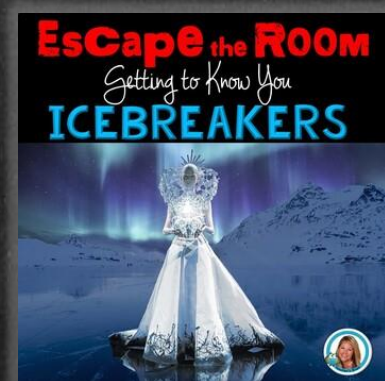
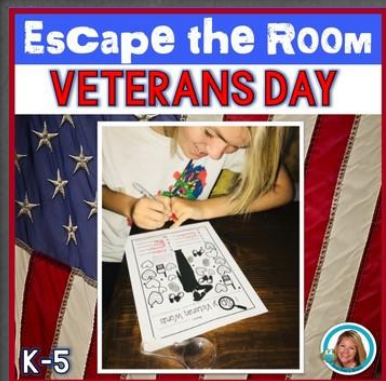
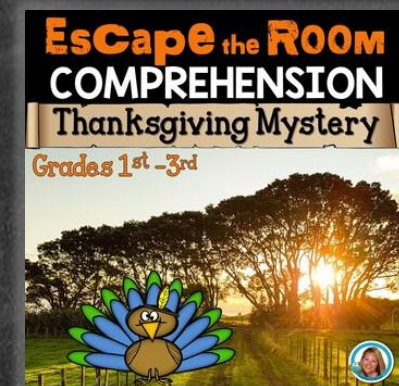
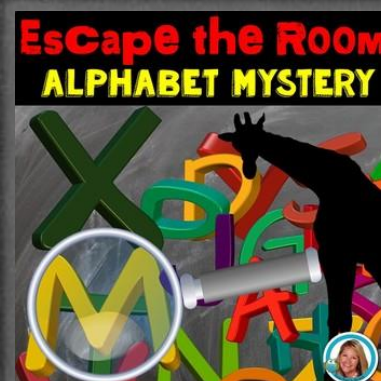
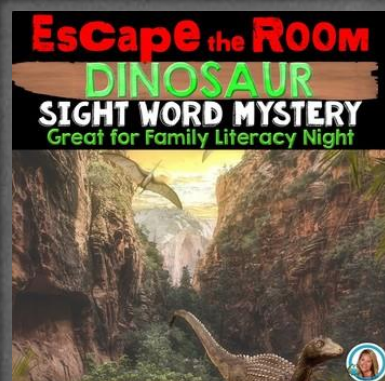
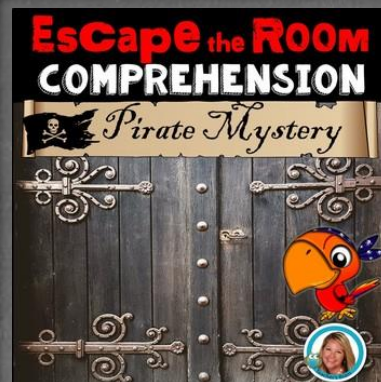
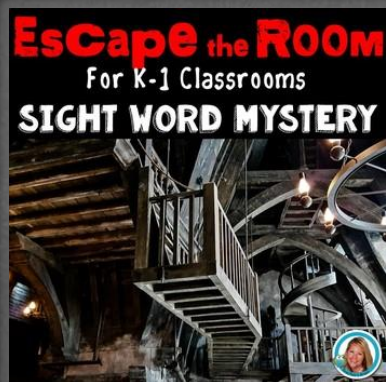
Describe the liquid? _____

Describe the solid? _____

SORT PHOTOS



Check out my Escape Rooms!



About the Author

Cindy Martin has 20 years of teaching experience in primary classrooms. She was National Board Certified in 2003. She has experience with inclusion, mentoring, behavior challenges, autism, ADHD, presenting, and writing curriculum. She has been a TpT Author since 2016.



Cindy is a child advocate. Some say she is “obsessed” with education. Fueled by faith, laughter, and coffee. Her greatest passion is to empower other teachers in their classrooms by providing tools that increase student achievement, build confidence, and inspire learning in engaging ways. Turn your ordinary lessons into extraordinary lessons!

Click the images to
follow Teacher's Brain

CREDITS:



BLOG

TpT Store

