

DAILY LESSON PLAN – Popsicle Making —Unit Wrap-up!

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Grade Level: 1st

Unit Topic (Science): Water's the Matter!

Lesson Focus: Lesson 10: Popsicle Making—Unit Wrap-up!

Standard/Benchmark/Objectives:

GLCEs (Grade Level Content Expectations)

S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.

S.IP.01.11 Make purposeful observation of the natural world using the appropriate senses.

S.IP.01.12 Generate questions based on observations.

S.IP.01.13 Plan and conduct simple investigations.

P.PM.E.2 States of Matter- Matter exists in several different states: solids, liquids and gases. Each state of matter has unique physical properties. Gases are easily compressed but liquids and solids do not compress easily. Solids have their own particular shapes, but liquids and gases take the shape of the container.

P.PM.01.21 Demonstrate that water as a solid keeps its own shape (ice).

P.PM.01.22 Demonstrate that water as a liquid takes on the shape of various containers.

Motivation/Assessing Prior Knowledge: (at seats) (materials needed: ice cube baggies)

- Begin the lesson by showing students the frozen ice baggies (the ice baggies are the melted ice cubes from Lesson 2 that were refrozen).
- Discuss how the melted ice (liquid) took the shape of the baggie. When we froze the baggie, the liquid became a solid (heat was removed and the molecules slowed down) and now holds the shape of the baggie. Remove the baggie to show the new shape.
- Sing *States of Matter Song*

Learning Activities/Assessments/Closure: (at seats) (materials needed: 28 small paper cups, fruit juice, 2 large trays or cookie sheets, 2 pitchers, 28 craft sticks, *My Matter Book* covers, magazines)

- Hand out *My Matter Book* covers for students to decorate and add details. Have magazines available if students would like to cut out pictures of solids, liquids, or gasses to glue on their covers.
- As students are working on finishing their covers, they will be called up to pour some fruit juice (from an easy to pour pitcher) into a small paper cup to make a popsicle. Before each student can pour their juice, they will be asked by one of the teachers . . . What is going to happen to the juice when we put it in the freezer? They must answer before making their treat. **heat will be taken away from the juice (liquid) and the juice will become frozen (solid), making a popsicle** (*Assessment will occur by listening to student responses.*)

Reflections: