

DAILY LESSON PLAN – Introduction to *Water's the Matter!* Unit

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Grade Level: 1st

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

Lesson Focus: Lesson 2: Introduction to *Water's the Matter!* Unit

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 & towel)

- Begin by holding an ice cube cupped in your hands so the students cannot see what it is and circulate around the room. (*Note: It would be good to have a towel nearby to catch any water drips and to dry hands off when done.*)
- Tell students . . . *I have something in my hand. See if you can guess what it is?* Here are some clues . . .
 - *It is smooth.*
 - *It is hard.*
 - *It is clear.*
 - *It is slippery.*
 - *When I first put it in my hands, it was a solid.*
 - *It is getting smaller as we speak.*
 - *It is turning into a liquid.*
 - *It is cold.*

- It will eventually come out that the object is an **ice cube!**
- Ask . . . is this matter? **Yes!** Remind students that EVERYTHING is matter! (Assessment occurs by listening to student guesses and responses.)

Learning Activities/Assessments: (at seats) (materials needed: 26 snack-sized Ziploc baggies containing 1 ice cube each, large sheet of paper, 26 Before/After worksheets)

- Tell students . . . *Now it's your time to explore.* Hand out an ice cube in a baggie to each student.
- Tell students . . . *Here are the rules:*
 - *Baggies must remain closed.*
 - *Baggies must be handled gently.*
 - *If a baggie breaks, you do not get another one.*
- Tell students . . . *Here is your job:*
 - *You are acting as a scientist and exploring/investigating the ice cube.*
 - *Observe the ice cube carefully, using your senses of touch and sight.*
 - *Think about what you want to find out.*
 - *When you have a question to share, raise your hand.*
- Discuss and record class-generated questions on a large sheet of paper, titled *What I want to know about my ice cube is . . .*
Possible questions: Why did it melt?; Can I make it turn back into an ice cube?; How?; Did my ice cube turn into water?; Where will the water go?; Why did the ice cube lose its shape?
- Holding up a baggie with melted ice, ask . . . *Is this still matter? Yes! Everything is matter!*
- Inform students that we will be finding out answers to these questions as we learn more about matter.

Closure:

- Hand out papers for students to draw “Before” and “After” pictures of their ice cubes and to record one question that they want to find the answer to. (Note: *This can be a question that is written on the big paper or it can be one of their own.*) Papers will be collected and inserted into their book covers (table captains can do this task).
(Assess by observing completed worksheets.)
- Students will put their baggies in a tray on the windowsill; they will be using/observing them throughout this unit.

Reflections: