

DAILY LESSON PLAN – States of Matter: Solid, Liquid, Gas

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Grade Level: 1st

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

Lesson Focus: Lesson 3: States of Matter: Solid, Liquid, Gas

Standard/Benchmark/Objectives:

GLCEs (Grade Level Content Expectations)

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

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

Motivation/Assessing Prior Knowledge: (on carpet) (materials needed: 3 clear jars—1 filled with air; 1 filled with colored liquid; 1 filled with solid objects; 3 labels: solid, liquid, gas; masking tape)

- Begin by showing students the three jars.
- Hold up the liquid jar and ask . . . *Who can describe this? it flows; it jiggles; it moves; it takes the shape of its container (the jar)*
- *What type of matter is in this jar?* Invite student up to find the label (liquid) that goes with the jar and tape it on.
- Hold up the solid jar and ask . . . *Who can describe what's in this jar? what's inside has its own shape and size; it does not move/flow like the liquid*
- *What type of matter is in this jar?* Invite student up to find the label (solid) and tape it to the jar.
- Hold up the last jar and ask . . . *Who can describe what is in this jar? it's empty; nothing; it's filled with air; it takes the shape of the container (the jar)*
- *What type of matter is in this jar?* Invite student up to find the label (gas) and tape it to the jar.
- *What do all 3 of these things (liquid, solid, gas) have in common? They are all matter!*
(Assess by observation and student responses.)

Learning Activities/Assessments:

1. Read *What is MATTER?* (on carpet) (materials needed: *What is MATTER?* book by Lisa Trumbauer, preferably the big book.)
 - Tell students . . . *I am going to share a book with you about matter.*
 - Ask . . . *What do you see on the cover?*
 - *Do you see a solid? berries, ice, branch, leaves*
 - *Do you see a liquid? melting ice*
 - *Do you see a gas? although we can't see air, air is a gas and is in the photo too*
 - Read the book and stop to discuss if notice student reactions along the way. Ask . . . *What surprised you?*
 - *Did you know that matter can take on 3 different states (ways of being)? Can anyone tell me what the 3 states of matter are? solid, liquid, gas*
 - *So, matter can be a solid like . . . ? apples, mountain, ice*
So, matter can be a liquid like . . . ? milk, juice, water
 - *So, matter can be a gas like . . . ? air we breathe, helium in a balloon, steam*
 - *Are we (people) matter? Yes, everything is matter!*
(Assess by observing and listening to student responses and questions.)
2. Teach students States of Matter Song (on carpet) (materials needed: words to song written on a big piece of paper)
 - Sing line 1, students repeat; sing line 2, students repeat; etc;
 - Ask students . . . Who can take a guess at what *molecules* are? **Molecules are what matter is made up of!**
(Assess by listening to students sing and observing enjoyment.)

Closure: (start at carpet, then return to seats) (materials needed: 26 copies of *Water can be*— worksheet)

- Explain directions for the *Water can be*— worksheet while students are seated on the carpet.
- Hand out worksheets and students return to their desks to complete.
- Papers will be collected and inserted into their book covers (table captains will do this task).
(Assess by observing completed worksheets.)

Reflections: