

DAILY LESSON PLAN – Water as a Liquid

Name: Marilyn Schmid

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Grade Level: 1st

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

Lesson Focus: Lesson 4: Water as a Liquid

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.

S.IP.01.14 Manipulate simple tools (for example: hand lens, pencils, rulers, thermometers, rain gauges, balances, non-standard objects for measurement that aid observation and data collection.

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 or sitting in a circle on the floor) (materials needed: balloon filled w/ water; various containers—one with a lid, food coloring, plastic tarp)

- Select one or two lab assistants (*Note: This may be a good way to motivate positive hallway manners. Tell students that you will need a lab assistant this afternoon and that you are looking for someone who knows how to follow the school and classroom expectations without being reminded.*)
- Have lab assistant hold up a balloon filled with water (balloon should have something underneath it in case it leaks or breaks).
- Ask students . . . *What type of matter is inside this balloon?* **liquid; water** *How do you know?* **it moves when you touch it; it jiggles**
- Ask . . . *Does this remind you of anything else that we have done in class?* **Yes, our baggies of melted ice!**

- Tell students that we are now going to do an experiment . . . *Are you ready?*
- *We are going to cut a hole in this balloon! What do you think is going to happen? Let's make a prediction. the water will spill out; the water will fill the container beneath it*
- *Let's find out. Lab assistant . . . are you ready?* The lab assistant will snip off the knot on the balloon and let the water fall into the container beneath it?
- *What happened? Where did the water go? What does the water look like? What shape is the water? the water spilled into the container; the water now takes on the shape of its new container instead of the round balloon; the shape of the water has changed!*
- Ask the lab assistant to pour the water into a new container. *What's going to happen now? the water will take on the shape of the new container*
- Tell students . . . *We are going to add a drop of food coloring to the water. What do you think will happen? it will change color*
- Have lab assistant add a drop of food coloring to the water, put the lid on, and gently shake.
- Tell students that changing the color allows us to see it better.
- Have lab assistant pour the colored water into one more container.
- Ask students . . . *Is what's inside the jar still a liquid? Yes! Is it still matter? Yes, everything is matter!*
(Assessment occurs by listening to student answers and observing participation.)

Learning Activities/Assessments: (on carpet or in circle) (materials needed: laminated *Liquids* card from Waterford Room; Liquids Poster – words prewritten on a large piece of paper)

1. Read laminated *Liquids* card and discuss.
(Assessment occurs by listening to student answers and observing participation.)
2. Read *Liquids* poem on large paper and discuss.
(Assessment occurs by observing student engagement.)

Closure: (start at carpet or circle, then return to seats) (materials needed: 26 copies of *Water is a liquid* worksheet; magazines)

- Explain directions for *Water is a liquid* worksheet.
- Tell students that when they finish their worksheet, they should raise their hands and a teacher will come over to check it.
- Once checked, students will turn in their papers and get a magazine to look for pictures of *liquids* to cut and glue nicely on our *Liquids* poster. (Note: Tell students to not cover up any words on the poster.)
- Hand out worksheets and students return to their desks.
(Assess by observing completed worksheets and by viewing the magazine pictures being attached to the poster.)

Reflections: