

## DAILY LESSON PLAN – Water as a Gas

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Date: 3-13-14

Grade Level: 1<sup>st</sup>

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

Lesson Focus: Lesson 6: Water as a Gas

### 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.

**Motivation/Assessing Prior Knowledge:** (on carpet or sitting in a circle on the floor) (materials needed: balloon filled with air, clear plastic container)

- Again, select a lab assistant (*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 the balloon filled with air.
- Ask students . . . *What is inside this balloon? air, gas How do you know? The balloon is light*
- Tell students that we are now going to do an experiment . . . *Are you ready?*
- *We are going to cut open the balloon! What do you think is going to happen? Let's make a prediction. The balloon will deflate, shrink*
- *Let's find out. Lab assistant . . . are you ready?* The lab assistant will cut off the knot of the balloon.
- *What happened? What happened to the air/gas inside of the balloon? it escaped; it spreads out into the air around us*
- *Before we cut open the balloon, where was the air/gas? inside the balloon*
- *What shape does the air/gas take? The shape of the balloon; the shape of its container*

- What is the state of this matter? *gas*
- Is the gas matter? *Yes, everything is matter!*
- Is this similar to another state of matter that we have explored? *Yes, liquids also take the shape of the container (remember our balloon filled with water)*  
(Assessment occurs by listening to student answers and observing participation.)
- Discuss how the molecules are moving around and are spreading further apart.

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

1. Read laminated Gases card and discuss.  
(Assessment occurs by listening to student answers and observing participation.)
2. Read Gases 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 gas* worksheet; small pieces of white paper, magazines)

- Explain directions for *Water is a gas* 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 either get a magazine to look for pictures of *gases* to cut out or draw their own picture of a gas (bubble, balloon, kite, lungs, teapot, etc.). Pictures will be glued onto our *Gases* 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/drawings being attached to the poster.)

**Reflections:**