

Cory Puskala  
CEP 842

### Matter Unit Lessons

<b>Unit Title:</b> States of Matter	<b>Lesson Title:</b> Pre-Assessment and Introduction
<b>Instructional Goal/s for the day:</b> -Students will use their prior knowledge about matter to answers multiple-choice questions. -Students will be introduced to the words solid, liquid, gas.	
<b>I Can Statements:</b> - I can use what I know to answer questions. -I can become familiar with the words solid, liquid, gas.	
<b>Core Content Standard/s:</b> SC-EP-1.1.3 Students will describe the properties of water as it occurs as a solid, liquid or gas.  Matter can exist in different states--solid, liquid and gas. Properties of those states of matter can be used to describe and classify them.	
<b>Materials:</b> Pre- Assessment Test  Book: Solids, Liquids, and Gases By: Ginger Garrett	
<b>Outline of Instructional Activities:</b> 1. We will begin the unit by taking a short pre-assessment. Students will be given the multiple choice pre-assessment before any learning takes place for the day. I will read each question and multiple choice answers and the students will fill in their response. I will collect and use this as guidance along the way.  2. We will start the lesson off by introducing the unit. I will read the "I Can" statements to the students. We will restate them together. I will activate prior knowledge and experiences by allowing students to share at this point.  3. Next, I will read the book: <b>Solids, Liquids, and Gases</b> . We will briefly discuss the book and write down a list of words that we will explore further. I will write the list of words down on a big sheet of people and tell the students that tomorrow we will make a classroom PowerPoint with these words. We will use the projector and classroom computer to help us find the meanings and pictures for these terms.  4. We will end the lesson by restating the "I Can" statements. Students will have the opportunity to restate them as well.	
<b>Assessment:</b>	

<b>Pre-Assessment</b>
<b>Use of UDL/Differentiation/ Content Enhancement:</b> <ul style="list-style-type: none"> <li>- We will create a classroom PowerPoint with important terms and pictures for students to use throughout the unit. This is a different form of media that students can reference.</li> <li>- KV, MS, and JB will take the pre-assessment with Sharon at the back table in order for more support.</li> <li>- MS self-monitoring system.</li> </ul>
<b>Co-Teaching Technique Used:</b> <b>Alternative Teaching</b>

<b>Unit Title:</b> States of Matter	<b>Lesson Title:</b> Three States of Matter and their Properties
<b>Instructional Goal/s for the day:</b> -Students will be introduced to the three states of matter. -Students will learn about the properties of matter.	
<b>I Can Statements:</b> - I can tell you what the three states of matter are. - I can tell you about the properties of matter.	
<b>Core Content Standard/s:</b> SC-EP-1.1.3 <b>Students will describe the properties of water as it occurs as a solid, liquid or gas.</b>  <b>Matter can exist in different states--solid, liquid and gas. Properties of those states of matter can be used to describe and classify them.</b>	
<b>Materials:</b> - <b>Projector</b> for United Streaming Video: <b>A First Look: Solids, Liquids, and Gases</b> - <b>Computer and Projector</b> for classroom PowerPoint of vocabulary words	
<b>Outline of Instructional Activities:</b> <ol style="list-style-type: none"> <li>1. We will start the lesson off by introducing the unit. I will read the “I Can” statements to the students. We will restate them together.</li> <li>2. The class will watch the United Streaming Video: Solids, Liquids, and Gases</li> <li>3. We will briefly discuss the video.</li> <li>4. Using the classroom computer and the projector I will guide them through making a PowerPoint with the vocabulary words we found the previous day.</li> <li>5. To help us with the vocabulary we will think about what the video just taught us. We will explore additional websites if needed.</li> </ol>	

<p>6. After completion of the PowerPoint with the vocabulary terms and pictures students will fill out the Exit Slip for the day.</p> <p>7. We will restate the I Can statements for the day on the rug to close our lesson.</p>
<p><b>Assessment:</b>  <b>Informal Assessment: Exit Slip</b>  <b>Students will write 3 vocabulary words they learned in the lesson today.</b></p>
<p><b>Use of UDL/Differentiation/ Content Enhancement:</b>  - JB and KV can demonstrate their understanding orally, through writing, and or through drawing if necessary.  - MS self-monitoring system.</p>
<p><b>Co-Teaching Technique Used:</b>  <b>One Teach, One Observe</b></p>

<p><b>Unit Title:</b>  <b>States of Matter</b></p>	<p><b>Lesson Title:</b>  <b>Exploring Solid, Liquid, or Gas?</b></p>
<p><b>Instructional Goal/s for the day:</b>  -Students will be able to identify the three states of matter as a solid, liquid, or gas.  -Students will use the properties of weight, space, and shape to identify the state of matter.</p>	
<p><b>I Can Statements:</b>  - I can identify objects as a solid, liquid, or gas.  - I can use the properties learned to help identify the state of matter.</p>	
<p><b>Core Content Standard/s:</b>  <b>SC-EP-1.1.1</b>  <b>Students will classify material objects by their properties providing evidence to support their classifications.</b></p> <p>Objects are made of one or more materials such as paper, wood, and metal. Objects can be described by the properties of the materials from which they are made. Those properties and measurements of the objects can be used to separate or classify objects or materials.</p>	
<p><b>SC-EP-1.1.3</b>  <b>Students will describe the properties of water as it occurs as a solid, liquid or gas.</b></p> <p><b>Matter can exist in different states--solid, liquid and gas. Properties of those states of matter can be used to describe and classify them.</b></p>	
<p><b>Materials:</b>  - PowerPoint from Previous Day  - Projector for the video <b>Properties of Matter, Part 2: Liquids, Solids and Gases</b>  - Small Group Station Materials:  Solid Items- books, apples  Liquid Items- water and glue, containers to pour water from  Gas Items- Balloons and Plastic Bags to fill with air.</p>	

-Student Checklists

**Outline of Instructional Activities:**

Exploring the three states of matter

1. I will introduce the “I Can” statements that are written on the board. We will state them together. I will activate prior knowledge and experiences by allowing students to share at this point. We will review the previous day and vocabulary words from our classroom PowerPoint.

2. Students will watch **Properties of Matter, Part 2: Liquids, Solids and Gases**

3.

- Students will explore each state of matter. The solid station will be independent. I will be guiding the gas station. Students will be completing their Solid, Liquid, Gas? Sheet. Sharon the special education teacher will be guiding the liquid station.
- Students will be given their Solid, Liquid, Gas? Sheet. We will complete the first row of boxes together using a book as our object for an example. As we go along we will review the properties of shape and space, and we will use this to help us determine what state of matter the book is.
- Students will be placed in groups of 5.
- Students will rotate to 3 different science centers. They will first write the name or draw a picture of the object at the center. Next, they will answer if the object takes up space. Students will put a check mark if it does and an X if it doesn't. Third, they will answer if it has its own shape (they will hold it, feel, etc). Then, they will answer does it take the shape of its container (they will work with the materials at their center to answer this). Finally, they will use the findings of their exploration to answer what the state of matter it is.

States of Matter Stations:

Solid: Provide students with a book, apple, and a large container.

-Liquid: Provide them with water, glue and different containers.

-Gas: Give them balloons and plastic bags to fill with air.

Possible Questions to ask our groups:

“How do you know it is a solid, liquid, or gas?”

“How is this matter different then the matter form you explored at the previous center?”

4. When all centers have been completed students will complete a self-assessment checklist. This will have them check over the sheet to make sure they have completed all the boxes and put their name on their sheet.

5. We will then meet on the carpet to discuss our findings. I think it is very important to check our answers and make sure we all understand which objects are a solid, liquid, and gas and the properties of space and shape that define them.

6. We will review our “I Can” statements to end our lesson.

**Assessment:**

**Informal Assessments:**

**Student Self- Assessment Checklists**

**Solid, Gas, Liquid? Sheet**

**Use of UDL/Differentiation/ Content Enhancement:**

- Self-Assessment Checklists- This allows students to check their learning and make sure they have completed the tasks. It is a way to implement independent learning strategies.
- Class made PowerPoint will be made available on the student computers. Students may reference it at any point in the lesson. It has important terms and pictures that will be of assistance to students.
- Hands on learning through interaction and experience.
- JB and KV can demonstrate their understanding orally, through writing, and or through drawing if necessary.
- MS self-monitoring system.

**Co-Teaching Technique Used:**

**Station Teaching**

**Unit Title:**

**States of Matter**

**Lesson Title:**

**Changing States of Matter**

**Instructional Goal/s for the day:**

- Students will understand that matter can change from one form to another.

**I Can Statement:**

- I can tell you that matter can change forms.

**Co SC-EP-1.1.1**

**Students will classify material objects by their properties providing evidence to support their classifications.**

Objects are made of one or more materials such as paper, wood, and metal. Objects can be described by the properties of the materials from which they are made. Those properties and measurements of the objects can be used to separate or classify objects or materials.

**SC-EP-1.1.3**

**Students will describe the properties of water as it occurs as a solid, liquid or gas.**

**Matter can exist in different states--solid, liquid and gas. Properties of those states of matter can be used to describe and classify them.**

**Materials:**

**Projector for Internet Website**

**Book: I am Water by Jean Marzolla**

**Ice cubes for each student**

**Small Cups**

**Outline of Instructional Activities:**

1. We will start the lesson off by introducing the unit. I will read the “I Can” statements to the students. We will restate them together.
2. Using the projector we will explore the Internet website [www.manatee.k.12.fl.samoset/1water3.htm](http://www.manatee.k.12.fl.samoset/1water3.htm) briefly.
3. I will read the book: I am Water to the class and we will discuss.
4. Students will be divided up between Sharon and I. I will be teaching the group of kids who need less guidance. Sharon will have KV, MS, and JB and students that need further guidance.
5. Each group will be provided an ice cube and small cups for each student. Students will be instructed to rub their palms together and feel the heat of their palms. Then students will be given an ice cube to hold and rub in their hands. They will be directed to hold their hands over their cups. Once all the ice cubes have melted from the heat of their hands we will discuss what happened to the ice cube.
6. Probing questions to follow:
  - What happened to the ice cubes?
  - Why did the ice cubes melt?
  - Did the ice cube change form?
  - If so what matter form did it change to?
7. The two groups will rejoin on the carpet. We will discuss what we discovered today water which is a liquid and that it CAN change forms.
8. Students will then be given time to complete the daily assessment which is a mini project. They will be given the choice of either creating a poster, writing a short response or working with a partner to make a short play or presentation about what they learned today.
9. We will meet on the carpet to share our projects. We will restate our I Can statements.

**Assessment:**

- Students will be given the choice of either creating a poster, writing a short response or working with a partner to make a short play or presentation about what they learned.

**Use of UDL/Differentiation/ Content Enhancement:**

-Class made PowerPoint will be made available on the student computers. Students may reference it at any point in the lesson. It has important terms and pictures that will be of assistance to students.

- JB and KV can demonstrate their understanding orally, through writing, and or through drawing if necessary.

- MS self-monitoring system.

- The parallel teaching will allow higher-level thinking in one group and more support and guidance in the other.
- Student choice daily assessment.

**Co-Teaching Technique Used:**  
Parallel Teaching

<b>Unit Title:</b> States of Matter	<b>Lesson Title:</b> Review and Post-Assessment
<p><b>Instructional Goal/s for the day:</b></p> <ul style="list-style-type: none"> <li>-Students will review the three states of matter and its properties.</li> <li>-Students will demonstrate what they have learned about matter.</li> </ul> <p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>-I can use my prior knowledge to discuss the states of matter and properties.</li> <li>- I can show you what I have learned by answering questions.</li> </ul>	
<p><b>Core Content Standard/s:</b> SC-EP-1.1.3 Students will describe the properties of water as it occurs as a solid, liquid or gas.</p> <p>Matter can exist in different states--solid, liquid and gas. Properties of those states of matter can be used to describe and classify them.</p>	
<p><b>Materials:</b> Projector PowerPoint Post-Assessment</p>	
<p><b>Outline of Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>1. We will start the lesson off by introducing the unit. I will read the “I Can” statements to the students.</li> <li>2. We will review what we have learned in the unit by going over the PowerPoint.</li> <li>3. We will watch <a href="http://gardenofpraise.com/matter.htm">http://gardenofpraise.com/matter.htm</a>. This website teaches the states of matter song in a video that allows children to sing along to the song.</li> <li>4. Students will have a chance to ask any further questions.</li> <li>5. Students will take the post assessment. I will read each question and multiple choice answers and the students will fill in their response. I will collect and use for grades and reflection on how the unit went.</li> </ol>	
<p><b>Assessment:</b> Summative Post Assessment</p>	
<p><b>Use of UDL/Differentiation/ Content Enhancements:</b></p> <ul style="list-style-type: none"> <li>- We will review the class made PowerPoint will be made available on the student computers. It has important terms and pictures that will be of assistance to students.</li> <li>-JB, KV, and MS will take the post-assessment with Sharon at the back table in order to</li> </ul>	

have more support.  
- MS self-monitoring system.

**Co-Teaching Technique Used:**  
**Alternative Teaching**