Solid, Liquid, or Gas?

Measurable Objectives
Students will be able recognize the difference between a solid, a liquid, and a gas. Students will be able to correctly pick out the solids, liquids, and gases from pictures.

Suggested Grade Level
2nd grade

Materials
Bartholomew and the Oobleck by Dr. Seuss
Cornstarch
Water
Large bowl
Green food coloring
Cups
Newspaper
Large spoons
1-cup measuring cup
Marker board and marker

Anticipatory Set
Begin the lesson by asking what certain pictures represent and then ask if it is a solid, a liquid, or a gas. Before reading Bartholomew and the Oobleck, ask the children to look at the cover of the book and predict what oobleck is. Write these predictions on the board.

Instructional Point
Prerequisite Skill: Students must know the difference between a solid, a liquid, and a gas.

Procedures: The students will sit at their desks, and as a group, look at the pictures of different objects. Ask the students if the object in the picture is a solid, a liquid, or a gas. Read Bartholomew and the Oobleck. Have the students make predictions as to what they think oobleck is. Write their predictions on the white board. After reading the story, play with oobleck. Ask the class again if it is a solid, a liquid, or a gas and compare their answers to the predictions on the board as to what they originally thought oobleck was.

Modeling: I will be playing with some oobleck in my hands, and I will talk to the students about where the oobleck needs to stay and remind them not to eat it! I will then ask the students to pick the oobleck out of their cups.

Check for Understanding

I will be walking around the classroom asking the students questions as they play with oobleck. Some of the questions will be:

- Is oobleck a liquid, a solid, or a gas?
- What makes you think that?
- Can you bounce it?
- Is it runny?
- Is it sticky?

Guided Practice

I will walk around the classroom to see that everyone is playing with their oobleck. I will also be looking to see if they are looking at our predictions and seeing which ones were right and wrong to understand that it's both a solid and a liquid.

Independent Practice

I will have a worksheet with different pictures on it for the children to work on as they come back from washing their hands. I want them to circle all the liquids, put a square around the gases, and a triangle around the solids. I will collect the papers to see that all the children understand the difference between a liquid, a solid, and a gas.

Closure

I will tell all the children to freeze. I will have them go to the bathroom and wash their hands and then come back to the carpet. We will then talk, as a class, about which of our predictions were correct.

Evaluation

I will collect the worksheets, and see if the children correctly put the right shape around the right object.

Lesson plan compiled by Karen Amass, an Earth Team Volunteer and Early Childhood Education student at Missouri State University, Springfield, MO. January, 2008

Solid, Liquid or Gas?

Put a circle around liquids, a square around the gases, and a triangle around the solids.