

<p>Subject/Grade: Science/ Grade 2 Lesson Title: Exploring Matter: Solid or Liquid? Teacher: Jenna Mathies, Avery Kotylak, Jessica Michnik, Madison Jerome</p>	
<p>Stage 1: Identify Desired Results</p>	
<p>Established Goals: (Learning outcome/s & indicator/s from curriculum)</p> <p>Outcome: LS2.1 Investigate properties (e.g., colour, taste, smell, shape, and texture) of familiar liquids and solids.</p> <p>Indicators:</p> <ol style="list-style-type: none"> a) Pose questions that lead to investigation and exploration of the properties of familiar liquids and solids. b) Classify objects in various natural and constructed environments as liquids or solids. c) Select and safely use materials and tools (e.g., magnifier, scale, measuring cup, and spatula) to carry out explorations of the observable physical properties of familiar liquids and solids. 	
<p>Understandings: (can also be written as ‘I Can’ statements) <i>Students will understand...</i></p> <ul style="list-style-type: none"> - I can explore the qualities that pertain to liquids and solids such as colour, taste, smell, shape and texture. - I can use questions to examine and learn about familiar liquids and solids. - I can categorize and group objects as liquids or solids. - I can use tools in safe ways to examine various attributes of liquids and solids. 	<p style="text-align: right;"><i>U</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> - What questions could you ask to further lead you in your investigations of liquids and solids? - What safety considerations might you make when using tools to explore liquids and solids? - What observations can you record about the objects that can help you classify them as liquids or solids?
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - How to differentiate between the attributes of liquids and solids when recognized in natural and constructed environments. Students will also know how to exercise safety when using tools to investigate aspects of liquids and solids. 	<p style="text-align: right;"><i>K</i></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> - Use their questions as a tool to expand their knowledge of the attributes of liquids and solids. Students will be able to correctly identify objects as liquids or solids by examining their innate qualities and practicing safety during investigations.
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<ul style="list-style-type: none"> ○ Ask students to categorize these objects as either "liquids" or "solids" based on their observations and prior knowledge. ○ Discuss their categorization choices and encourage them to explain why they classified each object as they did. <p>- Station 2: Safe Tool Exploration</p> <ul style="list-style-type: none"> ○ Provide students with a variety of tools such as magnifiers, scales, measuring cups, and spatulas. ○ Place samples of different liquids (water, juice) and solids (flour, sugar) at this station. ○ Instruct students to select a tool and safely use it to investigate the observable physical properties of these liquids and solids. ○ Discuss the safety considerations, ensuring that students handle the tools carefully and follow safety guidelines. <p>Closure: Time: 5 minutes</p> <ul style="list-style-type: none"> - For the closure, students will complete a Classification challenge, that may look like this. . . <ul style="list-style-type: none"> ○ Place a series of mystery objects at this station. These objects will be hidden from view. ○ Students will use their knowledge and observations to determine if the concealed objects are liquids or solids and state why. ○ After making their predictions, reveal the objects and have students compare them. - This closure activity will allow the teacher to observe where students are after this lesson has been completed. 	<ul style="list-style-type: none"> - Add more stations if students understand the concepts quickly, such as evaporation station etc. <p>Management Strategies:</p> <ul style="list-style-type: none"> - Clear expectations - time management - behaviour expectations - safety reminders <p>Safety Considerations:</p> <ul style="list-style-type: none"> - Be aware of student allergies to the objects chosen to use
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Stage 4: Reflection

Professional Development Goal is...

Developing adaptable interactive learning opportunities: The preparation of this lesson has allowed us to develop explorative learning opportunities by creating multiple stations with different tasks. This preparation has also led to the planning of differentiation or adaptations that can be made if needed.

Provide multiple opportunities for students to show what they know: Throughout the development of these learning activities, we hope to use observation and recordable data in our formative and summative assessments to allow for students to achieve the desired results.

Reflect: Reflection is important to participate in when a lesson is completed and something we plan on participating in. This allows for time to determine what went well during the lesson and where there are opportunities to improve to ensure students fulfill the outcome and to ensure our pedagogy is culturally responsive.

Infographic

[Exploring Matter: Solid or Liquid \(Infographic\)](#)

References

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