### Lesson

- **Discuss Matter**
  - Everything you can see, touch, taste or smell is matter
  - Everything that you can weigh is matter
  - Anything that takes up space is matter

- **Hand out “Matter Hunt” worksheet and explain**
- **Students work with a partner to do the “Matter Hunt” worksheet**
- **Hand out Matter Note worksheets and explain**
- **Students work quietly at their desk**
- **Take up at end of class if time.**

*Anyone who finishes early may add detail/color to their drawings.*

### Reminders

### Supplies Needed

- **Worksheets**
  - “Matter Hunt”, Matter Note

### Homework

### Notes

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*Split Grade 1 stick by gluing on title page / working on title page

Grade 2 discuss, then explain both sets of worksheet.*
Lesson

- Review matter (touch, weight, takes up space)
- Hand out worksheet
- Students complete the paragraph individually
- Take up paragraph
- Explain task to students
  - Weigh an object
  - Describe what it looks like
  - Describe what it feels like
  - Draw a picture of the object
  - Repeat for a total of 8 objects
- Brainstorm a list of descriptive words, write them on chart paper (use different colors for different objects)
- Students who finish early are to add detail/color to their drawings

Reminders

Supplies Needed

- Worksheet
- Objects (solids)
- Magnifying glasses
- Kitchen scale
- Chart paper
- Markers

Homework

Notes

- Give 2 periods due to lack of scale time
Grade 2 Science

Lesson: 2-34
Unit: Liquids and Solids
Topic: Solids

Lesson

- Review properties of a solid → has a shape that does not change on its own
- Explain activity → 4 stations, each of a solid
  → Take a piece of solid and examine it
  → Draw and explain what you see with a magnifying glass
  → Break the solid into many pieces
  → Draw and explain what you see with a magnifying glass
- When students explain safety → do not eat
  → Wear goggles
  → No horseplay
- Students perform activity, rotating on my command
- When finished, students complete paragraph on back of paper
- Students must clean their station before starting going over

Reminders

Supplies Needed

- Chocolate
- Chalk
- Ice
- Paper
- Cookie Trays
- Worksheets
- Hammer

Homework

Notes

* Students will simply scribble until done; in order to get to the breaking point → remind them to take their time.
Lesson:

- Review matter and properties of solids - shape that doesn't change
- Put a bunch of blocks in a beaker
  - discuss how blocks "fill" the beaker
  - discuss solid holding its shape
- Put coloured water in an identical beaker
  - discuss how water fills the beaker
- Pour the water from the beaker into the graduated cylinder
  - discuss how the water changed shape
- Refill the beaker with water
- Hand out and explain worksheet
- Students sit quietly at desks to do worksheet
- Take up worksheet (fill in blocks) at end of class

Reminders

Supplies Needed

- 2 beakers
- Colored water (enough to fill both beakers and g.c.)
- 1 graduated cylinder
- Work sheets

Homework

Notes

- Students need pencil crayons
**Lesson**

- Review properties of liquid → takes shape of container → can pour
- Matter: solid and → changes shape;

  - Pot liquids in beakers (prior to class) and place hidden labels
  - In front of them
  - Have students guess what each liquid is
  - Reveal answer
  - Talk about similarities and differences → terminology: clear, gray, opaque, runny
  - Perform "liquid race" activity using student volunteers
  - Students fill out worksheet

**Reminders**

**Supplies Needed**

- Beakers (6)
- Vinegar, water, mustard, oil, ketchup, mustard, syrup
- Placemats
- Name cards
- Chalk
- Chalk paper
- Pencils

**Homework**

**Notes**

- Students need pencils crayons
Lesson: 2-7  Unit: Liquids and Solids  Topic: Work Period

**Lesson**

- Put the list of worksheets on the board:
  1. Title Page
  2. Matter Hunt / Matter
  3. Solids (2 sides)
  4. What are solids like? (2 sides)
  5. Liquids (2 sides)
  6. What are liquids like? (2 sides)

- Students are to ensure they have all worksheets
- Students work to ensure all worksheets are complete
- Students verify answers with another student

- If students finish early, they may play "I Spy --- Matter"
  - Basically, it is "I Spy" but instead of a
color, the students use descriptions, such
as soft, hard, etc.

**Reminders**

**Supplies Needed**

- Extra worksheets (see list above)

**Homework**

**Notes**

- Encourage students to include detail and color in their drawings.
Lesson: 2-8  Unit: Liquids and Solids  Topic: Describing Matter

Lesson

- Review: Solid, Liquid, Matter
- Ask: "What part of our body do we learn with?" Brain
- Ask: "What tools do we have to help our brain?" Senses
- Talk about each sense, what it does and rules in science class.
- No taste, smell unless told
- Put a variety of random objects (words and liquids) around room.
- Explain to students they are to look at objects, feel objects and smell objects.
- Have students go to desk, observe, rotate on command, until done all 10.
- Place all items on one table with a number in front.
- Ask students to think of a word to describe one of the items
  - Student says word, others hold up fingers to show guess
  - May need second word
- Discuss use of descriptive words — more unique words help more.

Reminders

Supplies Needed

- Random objects (rubber bands,주민s, etc.)
- Rubbing alcohol
- Number signs

Homework

Notes

* If list of descriptive words was made in lesson 2-2, then add words to list.
Lesson:

- Review properties of solids and liquids and matter (use chart paper)
- Discuss the idea that some substances can be dangerous
- Discuss use of symbols to help warn us
- Hand out worksheet, students look around room to find names to match symbols *pre-hide answers around room
- Take up worksheet
- Give groups of students a container (preferably empty) with safety symbols — groups analyze and present findings to class, i.e., this is called — it is Poisonous and Flammable
- Discuss homework, hand out and put note in agenda

Reminders

- Hide symbols before class

Supplies Needed

- Worksheets
- "Dangerous" containers
- Homework
- Answers
- "Chart paper from 2-6"
- Agenda notes
- Stapler

Homework

Notes
**Grade 2 Science**

**Lesson:** 2-40

**Unit:** Solids and Liquids

**Topic:** Solids in Liquids

### Lesson

- Review matter - solids & liquids
- Explain activity to students - hand out work sheet
- Students work in groups of 3
- Each group gets 6 plastic cups, 3 coffee filters, and 3 dixie cups (one with salt, one with sand, one with rocks)
- Put substances in dixie cups prior to class (about half a spoonful)
- Students label cups (with group name & substance)
- Students fill cups half way with water
- Students add solids to 3 of the cups and stir with popsicle stick
- Students draw observations immediately
- Wait 5 minutes → re-draw
- The liquids are poured through coffee filters into new cups, wait full day
- Students record observations

### Reminders

IF time, pour into filters during first period

### Supplies Needed

<table>
<thead>
<tr>
<th>Plastic Cups</th>
<th>Sand</th>
<th>Work sheets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee Filters</td>
<td>Rocks</td>
<td>Popsicle sticks (straws)</td>
</tr>
<tr>
<td>Dixie Cups</td>
<td>Salt</td>
<td></td>
</tr>
</tbody>
</table>

### Homework

- Dixie cups labeled for re-use without contamination

### Notes

- Set everything out ahead of time if possible
- Used styrofoam cups labeled as Group #, substance, Before NC
- Review lesson so far
- Get supplies (mixtures) out

*While doing discussion, how do we know if mixed? What is a mixture? How will we use our senses?