

**Grade** 2

**Topic** Matter

**Title** What's The Matter?

### **Standards:**

- 2.2.5 Draw pictures and write brief descriptions that correctly portray key features of an object.
- 2.3.5 Investigate properties of matter. Observe that not all materials respond to change in the same way.
- 2.1.1 Manipulate an object to gain information about it.
- 2.1.3 Describe, both in writing and verbally, objects as accurately as possible and compare observations with other people.
- 2.1.4 Make new observations when there is disagreement among initial observations.

### **Objectives:**

Cognitive

The learner will construct, match and locate various types of matter.

Affective:

The learner will choose and classify objects. Then display findings on a poster.

Psychomotor:

The learner will copy, trace, reproduce, attach, or photograph objects.  
He or she will identify objects and explain reasoning in composed sentences.

### **Materials:**

Teacher:

- PowerPoint
- Digital projector
- Computer with internet connection

Student:

- Rubric (1 per student)
- Project Assignment (1 per student)
- Pre/post assessment (2 per student)
- Matter graphic organizer web
- Poster paper and various art supplies
- Camera and computer (optional)

### **Procedures:**

1. Pass out pre-assessment worksheet

2. Attention Getter and Hook: Matter Brain Pop Jr. movie
3. Play Class On-line Quiz—coins awarded when student gives the correct answers
4. Teacher will show PowerPoint with student anchor work.
5. Pass out assignment to be done outside of class time
6. Go over rubrics
7. Give due date one week from today.
8. Pass out post-assessment worksheet

**On Presentation Day:**

1. Pass out the web organizer (1 per student) on the day of presentations.
2. Each student fills out the completed graphic organizer ahead of time based on what they choose to display. Each item is recorded in a separate bubble.
3. They use this paper to speak from. I have found this speaking aid helps students tell about the project rather than just read it. I also build in time for students to pair up and practice the presentation
4. I set up my karaoke machine, so that students have the option of speaking into the microphone.

**Assessment:**

**Pre:** Teacher will pass out Matter sort worksheet printed from Brainpop.com. Various objects are pictured. Students cut and paste the pictured item into the appropriate categories: solid, liquid, or gas.

**Post:** Teacher will pass out same assessment to check for growth and understanding of topic.

Resources: [www.Brainpop.jr](http://www.Brainpop.jr) Extension activities

Name \_\_\_\_\_ Date \_\_\_\_\_ # \_\_\_\_\_

## Rubric

### Phases of Matter Scavenger Hunt

1. \_\_\_\_/10 The scavenger hunt poster has an appropriate title displayed at the top of the piece.
2. \_\_\_\_/10 Each section of the poster is labeled.
3. \_\_\_\_/20 Each section of the scavenger hunt poster has the correct amount of examples: solids - 3 examples, liquids - 3 examples, and gases - 2 examples
4. \_\_\_\_/20 Each section has the correct amount of illustrations: solids - 3 examples, liquids - 3 examples, and gases - 2 examples
5. \_\_\_\_/20 Each topic of interest has at least a one-sentence caption written to explain the importance.
6. \_\_\_\_/5 Correct punctuation, grammar, and capitalization were used throughout the poster.
7. \_\_\_\_/5 The written portion and illustrations of the poster are "pleasing to the eye", legible and is neatly constructed.
8. \_\_\_\_/5 The student used creativity to present original examples for each category.
9. \_\_\_\_/5 Worked diligently and independently on this activity to the best of his/her ability.

Total Points Earned for the Science Project \_\_\_\_\_/100

### Oral Presentations of Scavenger Hunt Poster

1. \_\_\_\_/20 The presenter spoke loudly and clearly enough for all of their classmates to hear and understand them.
2. \_\_\_\_/30 The presenter shared all of their information **without reading directly from poster.**
3. \_\_\_\_/30 The presentation lasted at least one minute.
4. \_\_\_\_/20 The presenter answered at least two questions from the audience.

# Get Ready for a Scavenger Hunt Around Your House!

This week you are going on a scavenger hunt around your house to find examples of the three Phases of Matter. You will be going on a hunt to find examples of solids, liquids and gases in your home.

To complete your "**What's the Matter**" project:

5. Find 3 different examples of solids, 3 different examples of liquids, and 2 examples of gases in your home.
6. For each of the examples, you need to add either an artifact from the example or an illustration of the example to your display/poster. Product labels and packaging or a lightweight item would all be good examples or artifacts.
7. Organize your examples by grouping them into the three categories: solid, liquid, and gases. Headings should be **big** and **bold**. Be creative and make your display "pleasing to the eye".
8. Add a **big** and **bold** title to your display/poster.
9. Along with each of your artifacts or illustrations, you need to include a one-sentence caption explaining why each example you found fits in the category you put it in.

For example, if you found a football in your backyard and you said it was a solid, your one-sentence caption needs to tell why you think it's a solid. Example: A football is a solid because it takes up a certain amount of space and it has a definite shape.

10. Your captions should be in complete sentences with proper spelling, capitalization and punctuation.
11. Be ready to share your project with your classmates. Talk about it; don't read it.

**Your "What's the Matter" Project is due on .....**

