<table>
<thead>
<tr>
<th>Science standard</th>
<th>Key science content concepts</th>
<th>Best learning Activities/ Curricula: How/what students will do</th>
<th>Best teaching methods: how/what Teacher will do</th>
<th>Cross-Curricular SOLS: Identify SOLS and How curriculum is integrated</th>
<th>Vertical team objectives: how and what the team does to support the process</th>
<th>Resources: what resources the team has and what resources are needed</th>
<th>Timeframe: duration and sequence</th>
<th>Nature and form of assessment</th>
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<tbody>
<tr>
<td>Matter</td>
<td>Investigating interactions with water</td>
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1. Read *Solid, Liquid, Gas?* (Fay Robinson), review vocabulary from k and introduce *dissolve*

2. “Find It”
   - Find real objects in the room for each state of matter and sort/graph

3. Mix It Up: Cold Water; predict, sequence jars by order of how they mix with cold water

4. Mix It Up: Hot Water; predict, sequence jars by order of how they mix with hot water

5. Journal Writing
   - Student selects two substances mixed with water (cold & hot), draw and write about the results

6. Make Jello Jigglers

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<thead>
<tr>
<th>Subject</th>
<th>Topic</th>
<th>Subtopics</th>
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**English:**
- 1.1a, 1.2a,d, 1.3c,d, 1.5d, 1.10b,d,e, 1.13b,g

**Math:**
- 1.14, 1.15

**Science:**
- 1.1a,b,c,e,f,g,h

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**Meeting Schedule:**
- Meet weekly
- 1) Library book
- 2) Teacher directed & monitored
- 3) Scigrade1 scope/seq
- 4) Scigrade1 scope/seq
- 5) Student Journals
- 6) Teacher

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**Notes:**
- Teacher made test
### Characteristics of solids, liquids, and gases

<table>
<thead>
<tr>
<th>1) Introduction of matter discussion</th>
<th>1) Teacher directed whole group</th>
<th>Math: 2.14, 2.17, 2.18, 2.19</th>
<th>Meet weekly</th>
<th>1) Matter book with real examples</th>
<th>Two week</th>
<th>Notebook Sorts, Quizzes, Test</th>
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<tbody>
<tr>
<td>2) Interactive Notebook: read, discuss, highlight, draw</td>
<td>2) Teacher directed and monitored</td>
<td>English: 2.2a,b,e; 2.3c,e; 2.6; 2.7d,e; 2.9d,e,f,h; 2.10b</td>
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<td>2) Interactive Notebook, Materials</td>
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<tr>
<td>4) Hands on group work - identification of properties using &quot;properties matching sheet&quot;</td>
<td>4) Teacher directed and monitored</td>
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<td>4) Pictures of solids, liquids, gases and students’ interactive notebooks</td>
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<tr>
<td>5) Experiment – 3 states of matter</td>
<td>5) Teacher directed and monitored</td>
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<td>5) Experiment sheet and materials</td>
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<td>6) Journal writing</td>
<td>6) Teacher monitored</td>
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<td>6) Student Journals</td>
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<tr>
<td>7) Videos - matter, properties of matter, and changing matter</td>
<td>7) Teacher monitored</td>
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<td>7) United Streaming</td>
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</table>
| Matter | Objects can be described by their physical properties. | Intro. w/ United Streaming  
*Review adj./descriptor words  
*Describe various properties of matter. (ie: describe by using your 5 senses)  
*Complete S/S pg. 263. then glue in IN.  
*graph which sense was used the most freq. when describing matter/items. | Teacher directed and monitored for all activities. | Math 3.17  
Eng. 3.1, 3.2, 3.9 | Meet weekly | *Several items of matter to be discussed.  
*Description Words: Using the Five Senses to complete. (S/S pg. 263)  
*IN's  
*United Streaming | One/two week(s) | Quiz: Assess with various pics. of matter and have stud. write phy. prop. using descriptor words.  
Student may draw or create the pic. in IN.  
**Opt. Activity:** S/S pg. 43-45, "Matter Matters" |