



## Read to Be Ready plans for: Change It! Solids, Liquids, Gases and You. (1) Kindergarten


### Standards:

- K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
- K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
- K.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content. i. Identify new meanings for familiar words and apply them accurately.
- K.RL.KID.1 & RI.KID.1 With prompting and support, ask and answer questions about key details in a text.
- K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.
- K.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for Kindergarten.
- K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.
- K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.
- K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.
- K.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.
- K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.

### Science Standards:

- K.PS1: Matter and Its Interactions 1) Plan and conduct an investigation to describe and classify different kinds of materials including wood, plastic, metal, cloth, and paper by their observable properties (color, texture, hardness, and flexibility and whether they are natural or human-made.
- 2) Conduct investigations to understand that matter can exist in different states (solid and liquid) and has properties that can be observed and tested. 3) Construct an evidence-based account of how an object made of a small set of pieces (blocks, snap cubes) can be disassembled and made into a new object.
- K.LS1: From Molecules to Organisms: Structures and Processes 3) Explain how humans use their five senses in making scientific findings.
- K.ETS1: Engineering Design 1) Ask and answer questions about the scientific world and gather information using the senses. 2) Describe objects accurately by drawing and /or labeling pictures.

	Read Aloud/Shared Reading	Vocabulary Focus	Discussion Questions	Written Response	Resources/Small group instruction ideas
<b>M O N D A Y</b>	<p>1) Begin this unit with a very quick video to introduce the word "matter":</p> <p>DE – What is Matter - <a href="https://tinyurl.com/y9tx3yvU">https://tinyurl.com/y9tx3yvU</a></p> <p>Then move to the 1<sup>st</sup> Read Aloud of <a href="#">Change It!</a></p> <p><b>Today read only the following pages – 4-7, 10-11, 14-15.</b> Do not read the experiment pages today.</p> <p>At the conclusion of today's lesson, show the video in the far right Resource column as a review.</p>	<ul style="list-style-type: none"> <li>Matter</li> <li>Gas</li> <li>flow</li> <li>Liquid</li> <li>pour</li> <li>Solid</li> <li>Shape</li> <li>Container</li> <li>space</li> </ul>	<p>What is matter?</p> <p>What in our classroom is made of matter?</p> <p>Is there anything in our classroom that is not made of matter? (No. Everything that takes up space is considered matter)</p> <p>What are the three kinds of matter? (solid, liquid, gas)</p> <p><b>Let's make a quick chart of matter in our room that falls in each of these categories.</b> (**class created chart to stay up during the unit)</p> <p>Learn vs 1 of the following song</p>	<p>Copy the following:</p> <p>Matter is everywhere. It is all around you. It can be a solid, a liquid, or a gas.</p>	<p>Discovery Ed film on the 3 States of Matter:</p> <p><a href="https://tinyurl.com/yrcrdw6pk">https://tinyurl.com/yrcrdw6pk</a></p> <p>DE Board with videos of States of Matter</p> <p><a href="https://tinyurl.com/y8685cem">https://tinyurl.com/y8685cem</a></p>

T U E S D A Y	<p>Show DE video on solids (do not explicitly teach mass):</p> <p><a href="https://tinyurl.com/y9oczr76">https://tinyurl.com/y9oczr76</a></p> <p>2<sup>nd</sup> Read of <u>Change It!</u> Read only pages 4-9 today. The focus is on SOLIDS.</p> <p>Discuss questions in question column of these plans</p> <p>Show DE video on using senses to identify properties of matter:</p> <p><a href="https://tinyurl.com/ybybqk8q">https://tinyurl.com/ybybqk8q</a></p> <p>Experiment(s) with solids and written response</p>	<p>Review of the Five senses vocabulary words:</p> <ul style="list-style-type: none"> <li>• Sight</li> <li>• Hearing</li> <li>• Taste</li> <li>• Touch</li> <li>• Aware</li> </ul>	<p>What makes a solid different from a liquid or a gas?</p> <p>What are the solids that are being pushed or pulled on pages 6-7?</p> <p>Can a solid change its shape when pushed or pulled?</p> <p>Is it still considered a solid if it changes its shape? (yes)</p> <p>In the experiment on pages 8-9 what solid did they use to demonstrate changing shape?</p> <p>What other solids can we use to show that a solid can change its shape but remain a solid?</p> <p><b>Questions after Senses video:</b> What senses would you use to identify the properties of an apple? How about a piece of wood? (Teachers – relate this discussion back to the previous unit of study on the Five Senses)</p> <p>Learn vs 2 of the song</p>	<p>Copy the following and add pictures of solids.</p> <p>Solids have their own shape. Rocks are solids.</p>	<p><b>**Conduct experiment(s) with solids that can change shape and then use during writing prompt:</b></p> <p><b>Suggestions:</b> Playdough</p> <p>Linking cubes</p> <p>Torn paper picture art</p> <p>Yarn art pictures</p> <p>Candy bar</p>

W E D N E	<p>Begin with short DE video on liquids:</p> <p><a href="https://tinyurl.com/y92qqdyq">https://tinyurl.com/y92qqdyq</a></p> <p>Read pages 10-13 in <u>Change It!</u></p>		<p>What makes a liquid different from a solid?</p> <p>What are the liquids pictured on pages 10-11?</p>	<p>Copy the following and add pictures of liquids.</p> <p>Liquids do not have their own shape. They change</p>	<p>Experiments with liquids:</p> <p>1) Speed of flow –</p>

S D A Y	<p>Discuss questions in the question column</p> <p>Experiment(s) with liquids and written response</p>		<p>What discovery did the friends make during the liquid experiment on pages 12-13? (liquids take the shape of their containers)</p> <p>Do all liquids flow (or pour) at the same speed?</p> <p>How could we create an experiment to find out the answer? (use different liquids and compare our observations of each as it is poured)</p> <p>Learn vs 3 of the song</p>	<p>shape easily. Liquids flow. Milk is a liquid.</p>	<p>Use different kinds of liquids to demonstrate the difference in speed of flow -</p> <ul style="list-style-type: none"> <li>• Honey</li> <li>• Milk</li> <li>• Ketchup</li> <li>• Syrup</li> <li>• water</li> </ul> <p>2) Create an experiment similar to the one in the text:</p> <ul style="list-style-type: none"> <li>• Water</li> <li>• 3 different containers</li> <li>• measuring cup</li> </ul>
T H U R S D A Y	<p>Discovery Ed video clip about gases: <a href="https://tinyurl.com/yd2qa2g2">https://tinyurl.com/yd2qa2g2</a></p> <p>Read pages 14-17 in <u>Change It!</u> Discuss questions in question column</p> <p>Experiments and written response</p> <p><b>Please note: The introduction of gas is not a kindergarten skill. It has been added to complete the ED standard.</b></p>		<p>What makes gas different from solids and liquids? (a gas spreads to the shape of its container – a gas can also be invisible to our eyes)</p> <p>What examples of gases do we see on pages 14-15?</p> <p>What senses do we use to identify a gas? (see it moving things, see steam, smell it, etc.)</p> <p>How does the experiment on pages 16-17 prove that gas exists?</p> <p>How could we design an experiment to prove that gas exists?</p> <p>Learn vs 4 of the song</p>	<p>Copy the following and add pictures of gas.</p> <p>Gas is all around you. A gas has no shape of its own. The air you breathe is a gas.</p>	<p>Experiments with gas:</p> <p>Bag of freshly popped popcorn- (when opened the smell of the popcorn is a gas as well as the steam that comes out of the bag)</p> <p>Recreate the experiment in the text:</p> <ul style="list-style-type: none"> <li>• Balloon</li> <li>• Funnel</li> <li>• Baking soda</li> <li>• Vinegar</li> <li>• bottle</li> </ul> <p>**There are so many experiments involving states of matter. These are just suggestions. 😊</p>
F R I D A Y	<p>Discovery Ed video with overview of Solids, Liquids &amp; Gases: <a href="https://tinyurl.com/ycmd6wku">https://tinyurl.com/ycmd6wku</a></p> <p>Studies Weekly #13. Work, Then Play! See Lesson Plans on Clever, Studies Weekly</p>	<ul style="list-style-type: none"> <li>• Matter Gas</li> <li>• flow Liquid</li> <li>• pour Solid</li> <li>• Shape Container</li> <li>• space</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p>What are the 3 states of matter?</p> <p>Describe each one and what makes each one unique.</p> <p>Give examples of each. Let's add these to our class chart.</p> <p>What senses do we use when we observe the 3 states of matter?</p> <p><b>Sing entire song!</b></p>	<p>Finish writing for this week.</p> <p>There is matter every where!</p>	<p>**Please allow time for students to share their booklets with one another – partner share or small group share.</p> <p>*Use Seesaw to record each student reading and showing the pages of their booklet.</p>

