



Read to Be Ready plans for: *Change It! Solids, Liquids, Gases and You (2)*. Kindergarten

ELA Standards:

- K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- K.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. e) Distinguish between similarly spelled words by identifying the letters that differ.
- K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. e) Identify the letters use to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.
- 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.
- 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.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.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expression opinions about them.
- K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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
M O N D A Y	DE video with Review of solids, liquids, gases, and brief introduction to how temperature can change matter from one state to another – which is tomorrow's focus. https://tinyurl.com/yacztcl Reread the information pages (not experiment pages) in <i>Change It!</i> through the page titled "What's a Gas?"	Vocab from last week: <ul style="list-style-type: none"> Matter Gas flow Liquid pour Solid Shape Container space 	<i>What is matter?</i> (anything that takes up space AND has weight) <i>Does air have weight?</i> (yes) <i>In today's video, they used water to show how some matter can change from one state to another. We will read about that tomorrow. What changes did you see water making in the video?</i> <i>Let's create a tree map to organize our thoughts about the 3 states of matter.</i>	Create a tree map for the States of Matter <u>States of Matter</u> Solid Liquid Gas (Under each category have students list/draw examples.)	**There are numerous science activities throughout this book and additional activities are suggested in the plans. Reading the plans ahead of time is vital to having supplies ready each day. Pages 30-31 of the text (Change It!) have many activity suggestions. DE Board with videos of

	Please note: The introduction of gas is not a kindergarten skill. It has been added to complete the ED standard.				States of Matter: https://tinyurl.com/y8685cem
T U E S D A Y	Read Aloud from <u>Change It!</u> , pages 18-21. Today's focus is on how solids can change to liquids, liquids to solids, liquids to gases.	New vocab for this week: <ul style="list-style-type: none"> • Melt • Freeze • Water vapor • Water cycle • precipitation • condensation • rain • snow • clouds • mixture 	<i>What is necessary for matter to change its state?</i> (temperature change) <i>Think of some examples related to food items that would indicate a change of matter.</i> (melting butter or chocolate; the steam from popped popcorn; raw egg turns into scrambled eggs; pancake batter turns into pancakes, kool-aid turns into a popsicle, etc.) **Students will participate in an experiment that shows a change in matter. Examples: make ice cream, melting ice cube, etc.	Today we made icecream. We used _____ and _____. (Explain further)	Melting and freezing water – chocolate – butter Discovery Ed video clip about changes in matter & the water cycle: https://tinyurl.com/yaum7ka4
W E D N E S D A Y	Read Aloud from <u>Change It!</u> pages 22 – 25. DE video on Water Cycle – very simplified version: https://tinyurl.com/ycrpp7wZ **The water cycle is not a specific K science standard, but is being introduced in this unit of study as a great way to discuss the changes that can take place in the states of matter.	New vocab for this week: <ul style="list-style-type: none"> • Melt • Freeze • Water vapor • Water cycle • precipitation • condensation • rain • snow • clouds • mixture 	<i>What is water vapor and how is it caused?</i> <i>What are some examples of water evaporating?</i> (mud puddles drying up, needing to refill a swimming pool, steam coming from something cooking on stove, etc.) <i>What do we see in the sky that is made from evaporated water?</i> (clouds) <i>What must water have in order to evaporate and become a gas?</i> (heat) <i>Where does the water in a puddle get heat to evaporate?</i> (our sun) <i>What different forms of matter can come from the clouds?</i> (rain, sleet, snow) <i>Once the rain, sleet, or snow touches the ground what will eventually happen to that matter?</i> (it will evaporate and start the cycle all over again) <i>Work with a partner to create arm motions and words to describe the states of matter in the water cycle.</i> <i>Complete experiment on evaporation: Painting with salt (pages 24-25)</i>	Illustrate and label the water cycle.	Water cycle – water evaporation – how does a wet swim suit dry out?

T H U R S D A Y	<p>Read Aloud today: pages 26-27 and pages 28-29.</p> <p>Some changes in matter cannot be reversed – mixtures.</p> <p>Interactive activity: https://tinyurl.com/yzzu45n</p>	<p>New vocab for this week:</p> <ul style="list-style-type: none"> • Melt • Freeze • Water vapor • Water cycle • precipitation • condensation • rain • snow • clouds • mixture 	<p>Pages 26-27: <i>What was used to make the cake, and what states of matter was each ingredient?</i> (eggs – liquid, butter - solid, flour – solid, etc.)</p> <p><i>Could we get the eggs back out of the cake?</i> (no)</p> <p><i>A salad is also called a mixture. What is in a salad?</i> (lettuce, tomatoes, etc.)</p> <p><i>Can we remove the lettuce from the salad?</i> (yes)</p> <p>*Class will conduct an experiment related to making a mixture.</p> <p>**Class will also build an object using linking cubes of different colors, then take it apart and make a different object.</p>	<p>What is a mixture? Illustrate and label one or two kinds of mixtures.</p> <p>**Some students will be able to name the parts of the mixture and also label them as to whether they are a solid, liquid, or gas.</p>	<p>Mixtures</p> <p>A raw egg vs a hard-boiled egg</p> <p>Cake batter vs a cupcake</p> <p>Orange juice + baking soda = gas</p> <p>Root beer float/ solid & liquid & gas</p> <p>“Swamp Bugs” – Fill a clear jar almost to the top with ginger ale & add raisins. Put top on jar. Students will be able to observe the raisins (solid) covered in bubbles (gas) which allows them to move up and down in the ginger ale (liquid).</p>
F R I D A Y	<p>Review the states of matter</p>	<p>Please make sure that all vocabulary cards are available for all students to see.</p>	<p>What are the states of matter and an example of each?</p> <p>How can states of matter change – give examples.</p> <p>**Explain the culminating project – give each student a large piece of white construction paper. They will choose one of the ways discussed this week that matter can change, and then illustrate & label.</p>	<p>Create a poster explaining one way that matter can change.</p> <p>Present your poster to a small group of peers, and ask them if they have any questions for you.</p> <p>**Great Seesaw recording opportunity – students take a photo of their poster, then using the drawing tool they can point and circle the different objects in their illustration as they verbally talk about it.</p>	