**Grade Level: 2nd**

**Subject(s) Area: Science**

**Lesson plan adapted from FOSS, Investigation 1: Solids**

**Materials Needed:**

* Whiteboard, Properties of Solid Objects worksheet, nine objects (plastic tube, cloth square, plastic triangle, metal screw, craft stick, wood cylinder, wire)

**Standards:**

* **PS1.A: Structure and Properties of Matter Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties.**

**Objectives:**

* **Students will recall what a property is**
* **Students will examine different objects to determine different properties**

**Learning Activities:**

* Students will gather at the carpet to recall what a property is.

-Solids are one state of matter. Solid materials have properties that separate them from other states of matter.

-What is a property? A property describes things, how they look and feel

-What can we use to help us determine the properties of something? Our senses…

* Students will recall some property terms they have heard in the *Solids and Liquids* book

-Teacher will write properties on the whiteboard **5 minutes**

* Students will return to their desks to examine properties of solid objects

-Paper passer will give each student “Properties of Solid Objects”

-Break students up into pairs of two/three by pods

-Review each property: flexible, rigid, smooth, rough, soft, hard, has color, pointed, flat

-Students will be instructed to examine the seven different objects and to go through each of the nine properties to determine if the object has that property, put an X in the box if the object has that specific property

-Let students know objects may have more than one property

-Students will have **15 minutes** to examine the properties of the nine objects

* Students will give an explanation as to why objects have a specific property in a whole group discussion **5 minutes**

**Assessment:**

* Properties of Solid Objects worksheet – students will examine different objects and determine what properties best describe each object

**Reflection:**

**Keep**

-Students were excited just knowing they would be doing a science experiment today, the lesson was engaging because of this right away

-Mrs. Jahner’s *Solid, Liquid’s and Gas* bulletin board provides a visual for students and can be visited by the students during extra work time or dailies

**Change/Add**

-Encourage students to really take on the role of a scientist and to ask themselves how a scientist might go about this experiment

-Be more confident in the terminology of the lesson…for example when students are sharing why they think a solid should have this property, do not be afraid to challenge them with another view point