

Struggling to find a hands-on way to teach the science unit of Matter?


Don't spend any more time planning, searching, or brainstorming. Everything you need is in this easy to use download!

Name: _____

WHAT DISSOLVES IN WATER?

Materials:

- Clear cups
- Warm Water
- Tablespoon
- Stirring Spoon
- Sugar
- Salt
- Flour
- Pepper
- Sand
- Coffee
- Brown Sugar



Procedure:

1. Label the cups to match the material you are testing.
2. Fill up the cups with the same amount of warm water.
3. Add one tablespoon of each material to each cup.
4. Stir for 15 seconds then wait 60 seconds.
5. Record your observations.

	Prediction: Do you think it will dissolve?	Does it dissolve?
Sugar		
Salt		
Flour		
Pepper		
Sand		
Coffee		
Brown Sugar		

Why do you think it's best to use warm water for this experiment? _____

What other materials would you want to try? _____

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Matter Unit

Topics Covered:

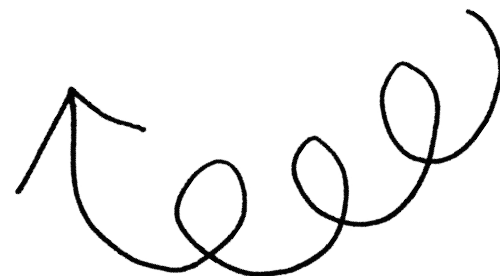


- Solids, Liquids, Gases
- Properties of Solids, Liquids, and Gases
- Separations of Mixtures
- Dissolves in Water
- Speeds Up & Slows Down Dissolving Process
- Physical and Chemical Changes
- End of Unit Project
- End of Unit Assessment

Matter Unit

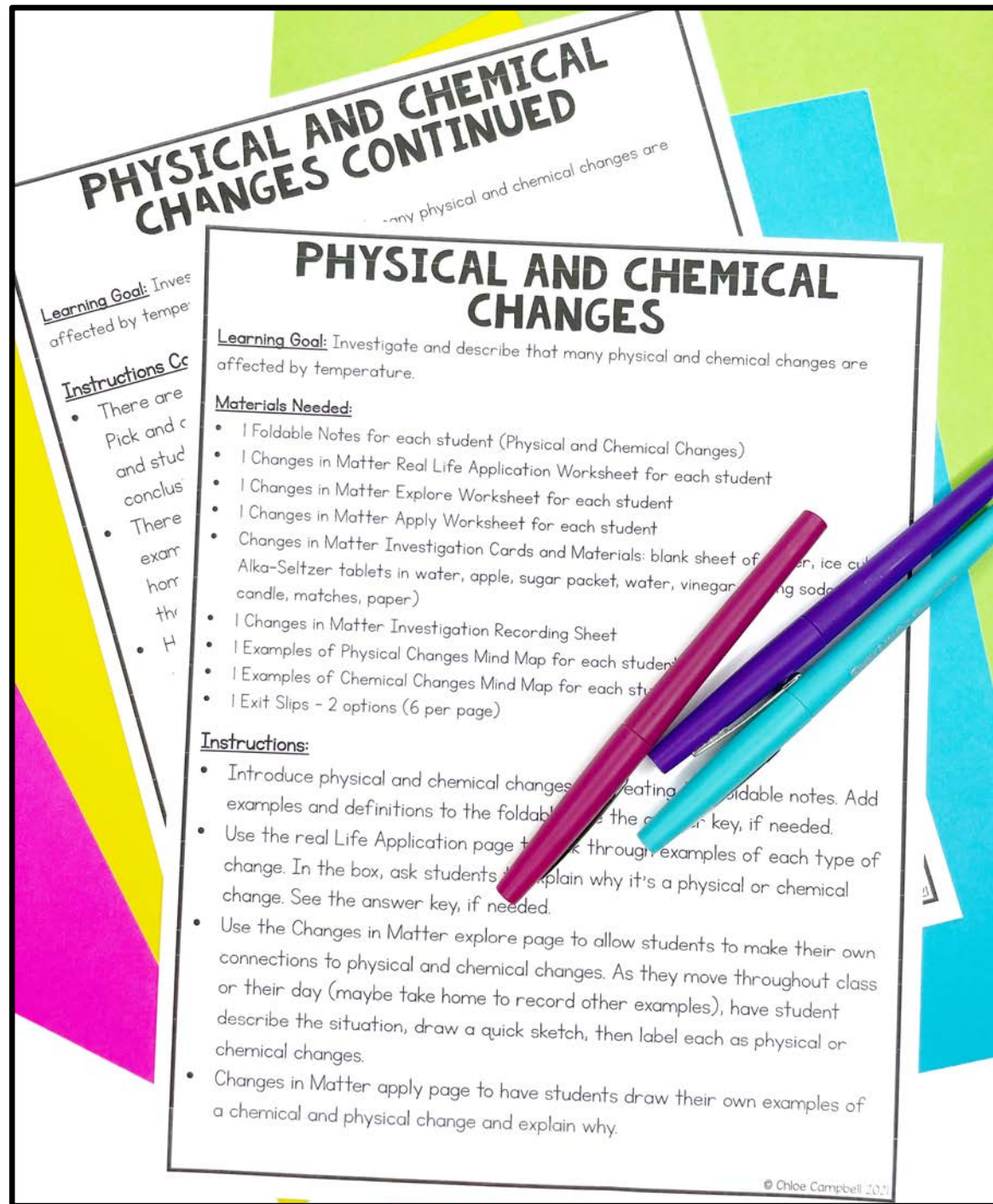
Activities Included:

- Teacher Directions
- Materials Needed List
- Foldable Notes
- Investigation Recording Sheets
- Experiment Recording Sheets
- Mind Maps
- Board Game
- Answer Keys
- Exit Slips/Quick Assessments
- Mastery Checklist



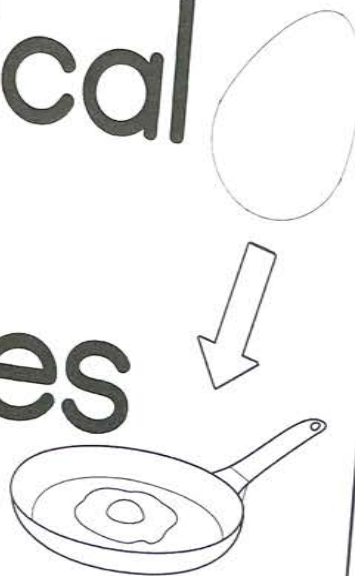
Teacher Directions Page

- Learning Goals
- Materials Needed
- Specific Directions for All Parts of Lesson

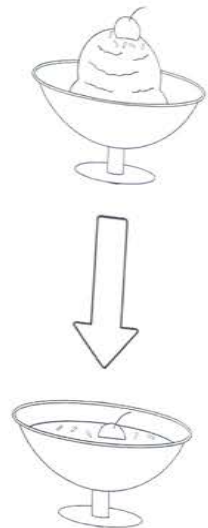


Foldable Notes

Chemical
Changes



Physical
Changes



Changes in Matter

Name: _____

Draw your own example of a change in matter.
What makes it a change?

Chemical change.
Name: _____

Name: _____

As you move throughout your day, describe and draw examples of physical and chemical changes you come across.

Changes in Matter

Explore

Description

Real Life Application

Sketch

Type of Change and Why

☐ Physical:

☐ Chemical:

☐ Physical:

☐ Chemical:

☐ Physical:

☐ Chemical:

☐ Physical:

☐ Chemical:

☐ Physical:

☐ Chemical:

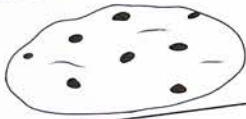
Changes in Matter

Name: _____

Situation

Physical Change

Chemical Change



Hands-On Investigations

Higher Order Thinking Question Discussion Cards

Light a candle (with teacher assistance)
What type of change is this?

Pour a packet of sugar in water and stir.
What type of change is this?

Observe the

Cut open an apple. Leave it out and observe what happens.

What type of change is this?

Pour vinegar on soda

Fold paper to create a shape.

What type of change is this?

What type of change is this?

Take a blank sheet of paper.
Write your name.
Crumble it.

Place Alka-Seltzer tablets in water.
What type of change is this?

What type of change is this?

Recording Sheets & Mind Maps

Name: _____
Changes in Matter Investigation Recording Sheet

What was the investigation?

Physical or Chemical Changes?

Why is it this type of change?

☐ Physical

☐ Chemical

☐ Physical

☐ Chemical

☐ Physical

☐ Chemical

☐ Physical

☐ Chemical

☐ Physical

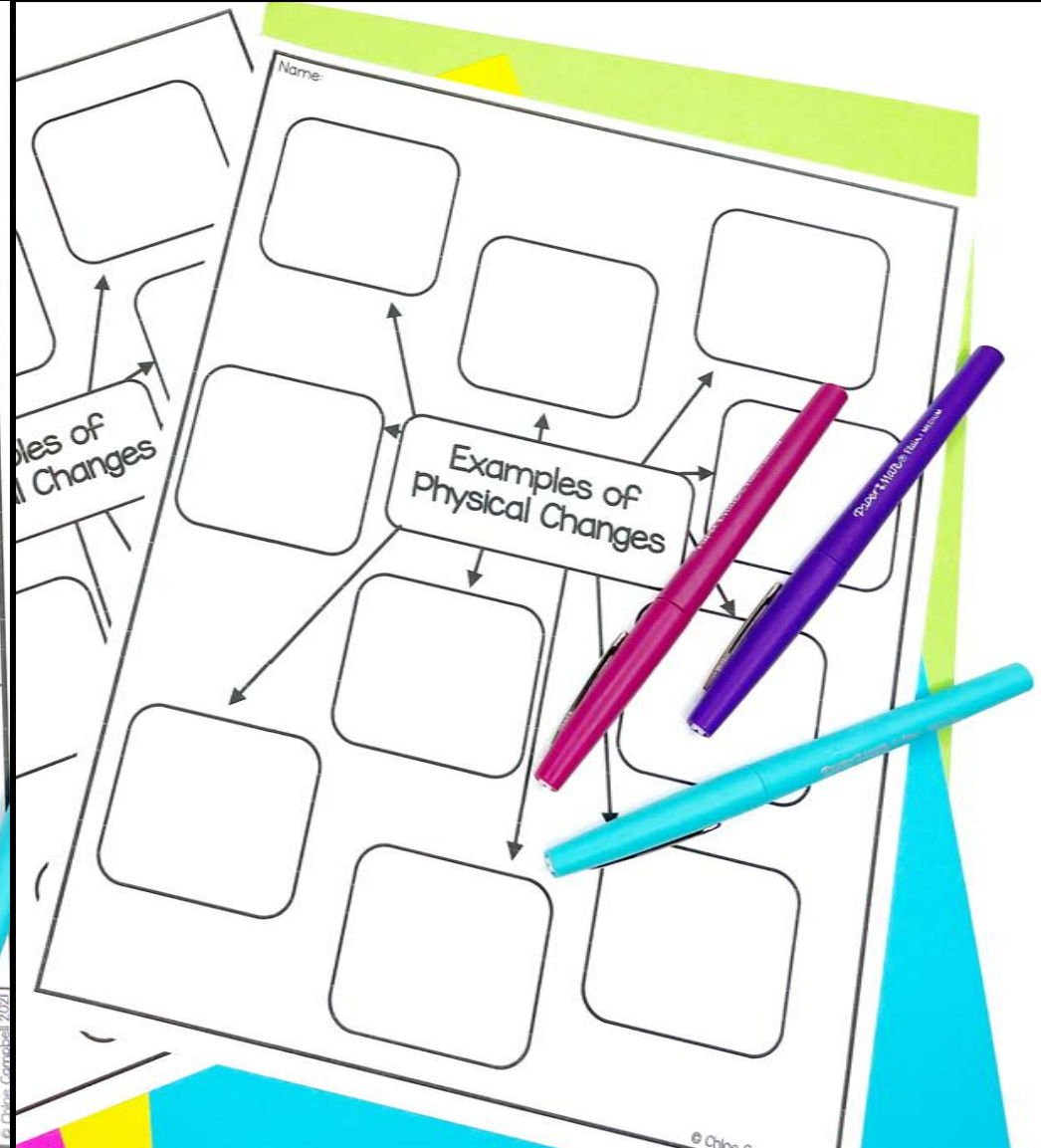
☐ Chemical

☐ Physical

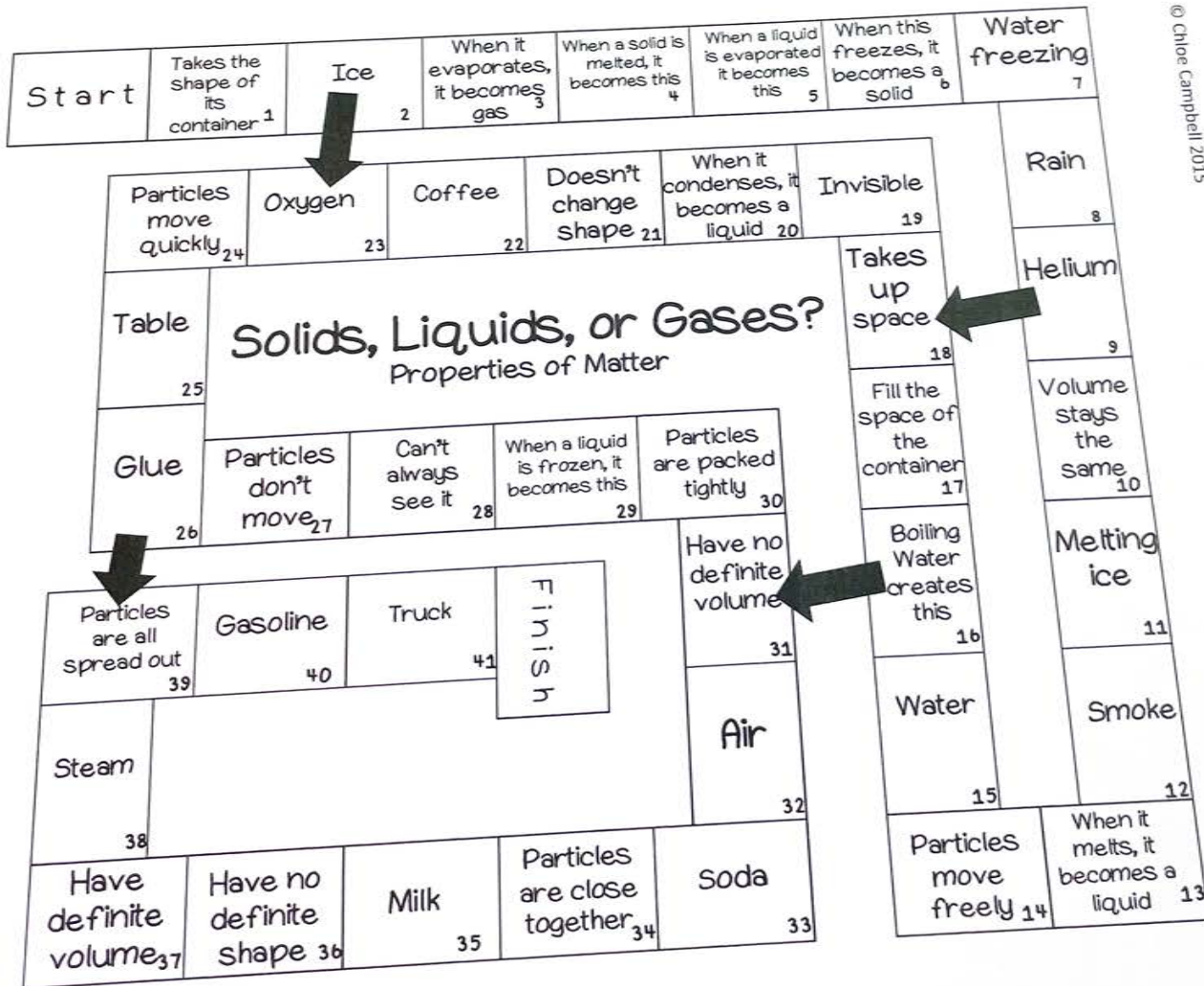
☐ Chemical

☐ Physical

☐ Chemical



Board Game



Quick Assessments

Exit Slip Tracking			
Date	Exit Slip Topic	Students Who Have Shown Mastery	Students Who Need Additional Review/Practice
	Solids, Liquids, Gases	Name: _____ What's an example of a physical and chemical change? _____ _____	
	Properties of Solids, Liquids, Gases	Name: _____ What's the difference between a chemical and physical change? _____ _____ _____ _____ _____	
	Separation of Mixtures	_____ _____ _____ _____ _____	
	Dissolves in Water and Dissolving Process	_____ _____ _____ _____	
	Physical and Chemical Changes		

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Use the included simple exit ticket questions to measure your students' learning at the end of the lesson.



BONUS: Includes a Mastery Checklist. You can easily keep track of students who need extra practice and students who are ready to move on to the next lesson in one easy place!

MATTER PROJECT

Instructions:

- Matter Project: There are two versions the same, one just lists the 1-

Matter Project

Name:

Write a song that describes and explains solids, liquids, and gases.

Design a bookmark or book cover that shows and explains solids, liquids, and gases.

Explain how we can use solids, liquids, and gases in our daily lives.

Create a short skit or dance that describes and explains solids, liquids, and gases.

Create a PowerPoint to show and explain solids, liquids, and gases.

Create a board game that shows and explains the solids, liquids, and gases.

Compose a letter or write a speech to absent classmate and explain solids, liquids, and gases.

Create a journal of different weather that explains solids, liquids, and gases.

Create a puzzle that shows and explains solids, liquids, and gases.

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End of Unit Project TicTacToe Board

Unit Assessment

Matter Unit Assessment

Name: _____

4. Match the change in matter with its definition.

_____ Physical Change	a. A change in matter that results in a new substance.
_____ Chemical Change	b. Process in which matter changes its form but not its chemical identity.

5. Give an example of a physical change.

6. List three things you can observe in a physical change.

7. Check off the materials that are solids.

- ☐ Sugar
- ☐ Salt
- ☐ Flour
- ☐ Pepper
- ☐ Sand
- ☐ Coffee
- ☐ Bread

Matter Unit Assessment

Name: _____

1. Match the state of matter with its definition.

_____ Solids	a. No definite shape, takes the shape of its container, has definite volume, particles are free to move over each other, but are still attracted to each other.
_____ Liquids	b. No definite shape, takes the shape of its container, no definite volume, particles move in random motion with little or no attraction to each other, highly compressible.
_____ Gases	c. Definite shape, definite volume, particles vibrate around fixed shape.

2. Match the property of matter with the definition.

_____ Mass	a. The amount of space an object or substance occupies.
_____ Color	b. The amount of matter a substance or object has.
_____ Texture	c. The visual property that is produced as a result of the way the object reflects and emits light.
_____ Temperature	d. A physical property of a solid used to describe its surface.
_____ Magnetism	e. The force of attraction between magnets and magnetic objects.
_____ Volume	f. The degree of heat present in a substance or object.

3. Give three examples of how solid mixtures can be separated.

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