

Voki Lesson Plan



Class Title: Science

Lesson Title: Solids, Liquids, and Gases

Grade Level: Third Grade

Author: Unknown

Objectives:

Students will be able to

1. Describe the properties of solids, liquids, and gases
2. Come up with examples of a solid, liquid, and gas
3. Identify whether an object is a solid, liquid, or gas

Materials:

1. Plastic Ice Cubes that you can freeze
2. Water- cup and other containers
3. Pot you plug in and boil
4. Labels for students who are acting out solids, liquids, and gases
5. Independent practice worksheet (copies for everyone)
6. PowerPoint- display on Smart Board
7. Voki.com. <http://www.voki.com/pickup.php?scid=3253607&height=400&width=300>

Class Duration: 45-50 minutes

Activities:

Anticipatory Set:

1. I will tell the students to think about all the things they ate or drank today. At breakfast they probably drank some type of liquid such as milk, water, or juice. And they probably ate some type of solid food such as toast, eggs, or cereal. And without realizing it, we breathe in different types of gases our body needs from the air. But, did you realize that gas is all around us.
2. I will show the students water in the three states of matter—an ice cube (solid- when you freeze water), water (liquid- when the ice cube melts), and water boiling in a pot- the “pot” I will plug in and turn the switch to boil in which steam/gas will be displayed (gas- when you heat water).
3. I will place these items on a table in front of the class. Then, I will ask the students to look at them and describe each of these different forms of matter, and to identify which is a solid, liquid, and gas. “These are all made of water, they are just in three different states of matter”

Teaching/Instructional Process:

1. I will say that today, we are going to learn about the three states of matter, which are solids, liquids, and gases
2. I will make a chart on the Smart Board with solids, liquids, and gases with columns for examples of each as well as other properties suggested by the children. I will allow students to raise their hand to answer and share their ideas. I will encourage participation and give positive feedback as they tell me their various answers, and be sure to elaborate or explain some of their answers that may be close or to help them understand if an answer is not correct.
3. I will show the example of the solid and ask the children to look at it, etc. Does it take up space? Does it have weight? Does it keep its shape?
4. Then I will experiment pouring liquids into containers of different shapes and sizes. How do the shapes change? Why do some containers appear to have more liquid than others?
5. Next I will talk about gas and explain that it is hard to understand because we cannot see it. Additionally, there are not too many because gas is invisible. It is the air, your breath. If you wave your hand back and forth fast- do you feel the air? Then I will show them a bowl with nothing in it and ask them if there is anything in the bowl; yes, there's air in it which is a gas.
6. Then, I will do the following interactive website with them for practice and review. They will come up to the smart board and drag the object to the correct column of a solid, liquid, or gas. [<http://www.bbc.co.uk/schools/ks2bitesize/science/activities/gases.shtml>]
7. Lastly, I will define what particles are so that they have knowledge of it before they begin the guided practice.

Guided Practice and Monitoring:

I will have the students act out the different states of matter. I will split the class into three different groups, then arrange each group according to how the particles are in that state of matter. Each group will hold a sign that says which state of matter they are. For example, a solid (the students will stand close to each other in an assigned pattern. They can wiggle a little bit, but stand in place and do not move from one place to another), liquid (The students will stand a little farther apart, but in no certain pattern. They can move about and slide past each other), and gas (The students will stand far apart from each other in no arrangement or pattern. They may move freely, and walk at a fast pace around the room). Students will be able to act out their part, one group at a time.

Voki Practice:

1. Assign different Vokis different principals, then ask the students if the Voki character is a solid, liquid, or gas
2. Voki One: I keep my shape (solid)
3. Voki Two: My particles are spaced the farthest apart (gas)
4. Voki Three: I change shape when put in different boxes (liquid)

Closure:

I will go over the worksheet on the Smart Board by asking the students their answers to each question. Then I will circle the correct answers, ask the students what they have learned today, and summarize the different things that I have taught them.

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