Physical State Diagram

Summary
Students will draw and describe what each of the physical states of matter is like.

Main Core Tie
SEEd - Grade 6
Strand 6.2: ENERGY AFFECTS MATTER Standard 6.2.2

Time Frame
1 class periods of 60 minutes each

Group Size
Individual

Materials
Hook activity
2 different sized/shaped beakers, cups, or flasks
different shaped balloons
some liquid (pop, juice, water)
Solids (cube, crayon, etc.) rectangular objects work best for seeing volume

- Student Sheet
  Physical State Notes Power Point

Instructional Procedures
Hook activity:
Liquid: Pour your liquid into a beaker
Ask: Will the volume (space it takes up) change if I pour into a different beaker?
Ask: Will the shape of the liquid change if I pour it into a different beaker?
Have a student read the volume, then pour it into a different beaker and have the
student find the volume again.
Solid (repeat what you did with liquids)
Gas
Use the balloons & ask the same questions and demonstrate how the shape will
change depending on the container
Ask: What would happen to the volume of the gas if the balloon is popped?
Handout the student sheet & use the PowerPoint to provide information. Ask student volunteers
to draw the diagrams of the relative states on the board.

Assessment Plan
Notes completed, neat & organized.................................4
Student correctly lists and draws the characteristics of the states..............4

Bibliography
Lesson Design by Jordan School District Teachers and Staff.

Authors