

# TEACHER BACKGROUND INFORMATION

There is no one way to teach. Teaching is not a science otherwise there would be the one best way to teach, however, it is an art and requires your creativity to reach and teach your students.

The activities here will support a variety of methods including but not limited to: *individual learning, centers, independently, small group and whole group*. You will want to decide what is best for your students to reach their potential with the activities. I do not believe there is such a thing as a **no prep packet**. I know how hard teachers work. The activities here should help your students learn and ease your planning.

**Implementation Suggestions: (Start with what matter is, then Solids, Liquids and Gases and their properties, then changes in matter and whether the changes are reversible or not, then review.)**

- Once you provide an overview of matter (solids, liquids or gas,) use pictures or actual objects on a table for students to sort.
- You may wish to help with describing the properties of matter by asking students to think of matter that is: stretchy, heavy, durable, flexible, clear, invisible, soft, prickly, rough, slippery, etc.
- Students should be asked to think about the matter in the classroom, the matter in their kitchen, the matter outdoors.
- Students should have a grasp of what the 3 types of matter are before moving on to how matter changes
- The experiments/labs can be done as a whole class or at learning stations.
- A fun example to show how matter changes is to make slime. There are many recipes for slime online. Prior to making the slime, have students discuss the properties (texture, feel, smell, etc.) and once the slime is made, discuss the properties once again. Making Jello is another great example to show matter changing.
- Always have your students 'think like an engineer' whenever possible. For instance, if matter is really strong, how could knowing this be useful for building bridges? If matter repels well, how could this be helpful for building dams and windows?
- Ask students to identify the matter in everything they are wearing. What if their material wasn't flexible? What if buttons were really soft?