

Project FOCUS
Best Lessons
KINDERGARTEN

Title of Lesson: Balloons: Solid, Liquid, or Gas

Theme: Physical Science

Unit Number: 1 **Unit Title:** Physical Properties of Matter

Performance Standard(s) Covered (enter code):

SKCS1, SKCS5, SKP1

Enduring Standards (objectives of activity):

Habits of Mind

- Asks questions
- Uses numbers to quantify
- Works in a group
- Uses tools to measure and view
- Looks at how parts of things are needed
- Describes and compares using physical attributes
- Observes using senses
- Draws and describes observations

Content (key terms and topics covered):

Solid, Liquid, Gas

Learning Activity (description in steps)

Abstract (limit 100 characters): Students will learn how to distinguish between a solid, a liquid, and a gas, using balloons filled with all three states.

Details: First take 1 balloon and blow it up with your mouth. Then take two other balloons and fill them up with water. Place one of the two water balloons into the freezer and allow it to fully freeze. Sit all of the students down into a big circle and slowly pass the balloons around one at a time. While they are being passed around, get the students to describe the balloon that they are holding using different descriptive words. After letting them describe, get the students to guess if they think it is solid, liquid, or gas. After each student has held each three and described them, separate into small groups and go outside and repeat this exercise to reinforce the descriptions and the identity of each balloon. After this, pop all three balloons so that the students can examine the insides of each so that they know why they were solid, liquid, or gas

Materials Needed (type and quantity): multiple balloons, water, and freezer

Notes and Tips (general changes, alternative methods, cautions): While the students are describing the balloons, list the key descriptive words that they use. Have a closing which tests the knowledge of the students to see what they learned. Ensure the students are careful with the water balloon so that they do not drop it and pop it. Also watch out for the balloon with the air in it because the students may want to throw it up and down and hit it at each other instead of just passing it around and describing it. Finally with the ice balloon, when you pop it make sure that they students stay away so that they will not go up and start picking up the ice and trying to eat it.

Sources/References:

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