

LESSON PLAN by: Dana Zehring, Sara Kauffman, Meganmarie Pinkerton

Lesson: Oobleck

Length: 20-25 minutes

Age or Grade Intended: 1st Grade

Academic Standard(s):

- 1.2.7 Write brief informational descriptions of a real object, person, place, or event using information from observations.

Performance Objectives:

- After manipulating Oobleck, students will write at least one sentence describing Oobleck.
- After observing Oobleck, students will write one sentence describing Oobleck.

Assessment:

- We will collect the worksheets and look to see if students wrote at least one sentence for each objective.

Advanced Preparation by the Teacher:

1. Gallon bags
2. Cornstarch
3. Water
4. Small trash bags
5. Baby wipes
6. Measuring cup

****Make the Oobleck in advance and place in individual gallon bags.**

Procedure:

Introduction/Motivation:

1. "Do you remember when the other teachers taught about liquids and solids last week?" (*Knowledge*)
2. "What's the difference between a solid and liquid?" (*Knowledge*)
3. Since you did so well last week, we are going to give you a challenge today. You are going to play the role of scientists in investigating the properties of this strange substance.

Step-by-Step Plan:

1. Hold up a bag of Oobleck. "I found this substance, called Oobleck, on my doorstep and decided to bring it in so you could experiment with it."
2. Ask for three student volunteers to help pass out materials.
3. Give the first volunteer the trash bags. Have the student give one trash bag to each student. "Lay the trash bag in the center of your desk."
4. Give the second volunteer the worksheets to pass out to students. Have them put their names on it then lay their pencil down.
5. Give the third volunteer the bags with pre-made Oobleck in them.
6. "Good observers look carefully and write down what they see." Have students observe their Oobleck, without touching it, and write down what they see. (*Linguistic and Visual Intelligence*)
7. "Now you get to touch the Oobleck. Put one hand into the bag and feel your Oobleck. Squeeze it and hold it in your hand." Shut your bag as soon as you take your hand out. Raise your hand if you need help. (*Bodily-Kinesthetic Intelligence*)

8. Have students clean their hands with the baby wipes. Students write their observations down on their worksheet.
9. Throw your baby wipes and trash bag away in the big trash bag.
10. Ask a few students, “What are some things you observed about Oobleck?” “What are some things you discovered when you touched it?” “Does this describe a solid or a liquid?” (*Analysis*)
11. While students are answering, one of the teachers will write their answers on the chalkboard under the appropriate category, liquid and solid.
12. “Now we are going to vote on whether Oobleck should be considered a liquid or solid. Who thinks it should be a liquid? Who thinks it should be a solid? Who thinks we need a new category?” (*Evaluation*)

Closure:

1. “Great job today! You did a good job of observing, writing what you saw, and touching the Oobleck, just like good scientists do. If you want to learn more about Oobleck, look for the book, *Bartholomew and Oobleck* by Dr. Seuss.”
2. “When we dismiss your section, put your bag of Oobleck in your backpacks to take home so that you can show your parents what you learned today. We will check the bags before you put them away to make sure they are sealed.”

Adaptations/Enrichment:

Students could work in pairs to record their observations. Students could also draw pictures instead of writing the sentences. Enrichment, students could create a list of other items which could change from liquid to solid.

Self-Reflection:

Name: _____

Oobleck Observations

Observation 1: Write a sentence describing what you saw. (Color, shape, texture)

Circle the word that best describes the Oobleck.

Smooth

Rough

Runny

Hard

Liquid

Solid

Observation 2: Write a sentence about how the Oobleck felt and how it changed.

Circle the word that best describes the Oobleck.

Smooth

Rough

Runny

Hard

Liquid

Solid