



# CHEMISTRY DAY WITH GLITTER WANDS

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## Lesson Summary for Grade 1

The following activities were successfully presented to a combined group of students consisting of one first-grade class and kindergartners and first graders from the developmentally handicapped class. This lesson uses glitter wands to introduce the states of matter and provides links to mathematics, art, literature, social/multicultural studies and physical education.

## Science Activity: Glitter Wands

*Students observe examples of the three states of matter and identify matter in each of these states.*

Source: Gertz, S.E.; Portman, D.J.; Sarquis, M. *Teaching Physical Science Through Children's Literature*; McGraw-Hill: New York, 1996; pp 59–66. (ISBN 007064723-2)

Key Science Topics:

- states of matter
- density

Key Process Skills:

- observing

Make glitter wands as reminders of the three states of matter: solid, liquid and gas. (See page 62 of *Teaching Physical Science through Children's Literature*.) After creating their own glitter wands, students work together in small groups to brainstorm and record other examples of solids, liquids, and gases—first around the classroom and then outside.

## Mathematics Activity

*Students use their measuring, describing, estimating, and observing skills as they add materials to their glitter wands.*

Give student groups or the entire class special sparkling scales (aluminum foil or other shiny paper cut into the shape of scales). Students work as a group to decide how to sort the scales so that each person receives the same amount. Skills include sorting, counting, problem solving, and trial and error.

## Art Activity

*Students make their own "rainbow fish."*

Provide students with various fish patterns to trace and cut out. Have students decorate

them with colored tissue paper and then add their sparkling scales from the mathematics activity. Skills include eye-hand coordination, cutting, tracing, proper use of materials (glue and tissue paper), and individual creativity.

## **Language Arts Activity 1**

*Students are guided through a language experience chart.*

Read *Rainbow Fish* to the class. Then guide students through a language experience chart, discussing the story's characters, setting, problem, and resolution.

## **Language Arts Activity 2**

*Students assemble a class book that celebrates their individuality.*

Lead a discussion about individual differences. Write a sentence about each person in the classroom (include some individual differences), copy it onto a sentence strip, and hang the strip with the student's decorated fish. After the fish have been displayed for a while, mount each fish onto a piece of 11-inch by 17-inch piece of paper along with the student's picture and the sentence about him or her. Assemble the pages to make a class book. Students can work on putting the names in alphabetical order.

## **Language Arts Activity 3**

*Students read related titles.*

Have students listen to additional readings such as *I Like Me* and *ABC, I Like Me* by Nancy Carlson. Students can also use their glitter wands as reading pointers when "reading around the room." Skills include listening, identifying story elements, comparing and contrasting, pre-writing, writing, and sequencing.

## **Social Studies Activity**

*Students create a "friendship poster."*

Read *Big Al* by Andrew Clements and discuss components of the story such as characters, setting, and resolution of a problem. As a class, create a "friendship poster" telling what makes a good friend. Students can also complete a guided writing activity by completing the sentence, "A good friend is someone who...." Students then illustrate their sentences and combine with other students' sentences to make a class book.

Continue to explore individual differences using name sorting. Cut apart the letters of each child's first and last name and place them in an envelope with the child's picture and name written on front of the envelope. Students work the name puzzles to become familiar with their classmates' written names. Skills include identifying and recognizing differences, sorting, and language development.

## **Physical Education Activity**

*Students play a game.*

Play a "solid, liquid, gas" game. Someone calls out "solid," "liquid," or "gas" and the

students move their bodies appropriately. Ask them to move their bodies quickly if gas is called, gently if liquid is called, and rocking in place if solid is called. Skills include body movement, listening, and following directions.

## **References**

Carlson, N. *I Like Me*, Scholastic: New York, 1988.

Carlson, N. *ABC, I Like Me*, Penguin Group: New York, 1997.

Pfister, M. *The Rainbow Fish*, North-South Books: New York, 1992.

Clements, A. *Big Al*, Scholastic: New York, 1988.