

# Oobleck

Student Teacher: Emma Tutino		Date: 3/2/2012
Grade Level: 2	Subject: Language Arts	Supervisor: Mrs. Miller
<b>Preliminary Planning</b>		
PA Standards: 1.1 Reading Independently: 1.1.2.D: Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations. 1.2 Reading, Analyzing, and Interpreting Text: 1.2.2.E: Read, understand, and respond to essential content of text in all academic areas. 1.4 Types of Writing: 1.4.2.B: Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions). 1.6 Speaking and Listening: 1.6.2.A: Listen actively and respond to others in small and large group situations.		
Pre-assessment: We will be getting ready for Read Across America and celebrating Dr. Seuss.		
Objectives: Students will inquire about the state of matter of oobleck. Students will question, hypothesize, and describe oobleck.		
Individual Modifications: Mostly, this is a whole group lesson. Students can get help from me or their neighbors. When we read, I will pick parts based on reading level.		
Materials: <ul style="list-style-type: none"> <li>• Bartholomew and the Oobleck</li> <li>• Cornstarch</li> <li>• Green food coloring</li> <li>• water</li> <li>• food containers</li> <li>• newspapers</li> <li>• Oobleck worksheet</li> </ul>		
<b>Learning Sequence</b>		
<b>INTO</b>		Time: 10minutes
1. Ask the students if they know about any forms of matter. There are 3 forms of matter- a solid is a fixed shape. For instance, table, chair, etc. Have them list some. Liquid- shape changes to container, such as water, juice, etc. Have them list. Gas- does not have shape, such as air. Have them name some.		
<b>THROUGH</b>		Time: 20minutes
2. Could there be another state of matter? Pose this question to students. 3. Then read Bartholomew and the Oobleck by Dr. Seuss. What exactly is this green goo? Invite students to hypothesize that the green goo is a solid, liquid, or something new.		
<b>BEYOND</b>		Time: 30minutes
4. Show them the oobleck and tell them we are going to be scientists today. Scientific inquiry begins with a question. Pass out the sheet. Have them write one question about oobleck. List on the board questions students have about oobleck. Also fill in the things I already know about oobleck.		

5. Discuss strategies for investigating oobleck- they can look at it, touch it, hold it, squeeze it, poke it, and pour it. This is NOT to be eaten or tasted.
6. Have the students clean up and complete their investigation page.
7. If there is time, allow some people to share. To answer, what is oobleck? Explain that when its confined, it acts like a solid. When it is unconfined, it acts like a liquid. The strange behavior of oobleck remains a mystery.

### **Post Instructional Planning**

1. Activate your reflective action plan. What worked? What didn't work? Did you meet your objectives? What adjustments will you make? What students will need more assistance? What will you do next?