"What's the MATTER?"

~ A Returning Developer ~

For further information contact…

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2011 - 2012 IDEA CATALOG OF EXCELLENCE

■ PROGRAM OVERVIEW

“What's the MATTER?” is a program that was designed to provide students with hands-on opportunities to explore the world around them. Students will actively participate in mini science experiments that require them to investigate the various properties of matter. After learning about solids and liquids, students will explore their properties and characteristics. Students will independently hypothesize what they think will happen before engaging in each mini experiment. These experiments are centered around the essential questions found on the first grade science curriculum maps and questions that correspond with the information taught in the first grade Harcourt Science book. Additionally, this program addresses reading, writing, and math standards.

In order to create their own understanding, I believe it is vital for students to participate in their own learning. Therefore, students will act as scientists while being involved in four 45 minute matter experiments. Students will use inquiry skills to determine whether objects sink or float, learn about liquid mixtures by making mini lava lamps, use various science tools to measure solids and liquids, and finally try to decide if Oobleck is a solid or a liquid. Through these hands-on experiences, students will discover that things aren’t always as they appear and there is more to matter than meets the eye. The overall goal is that by the end of the matter unit, students will be able to describe the characteristics of solids and liquids and thoroughly summarize what they learned based on their discoveries.

Students will be assessed based on their participation during whole group discussion and group experiments. Additionally, students will complete a teacher made worksheet for each mini experiment. Using a rubric, students will be evaluated on whether they made predictions, recorded their results, and wrote their own summaries to the corresponding lesson essential questions. Additionally, students will take the chapter test at the end of the unit.

“What’s the MATTER?” was created for a first grade classroom of eighteen students. The program is designed for whole group discussions and small group experiments. Each student will be actively involved in the hands-on experiments. It is important to note that these mini experiments could be adapted to any grade level.

■ LESSON PLAN TITLES

1. Sink or Float?
2. Liquid Mixtures- Mini Lava Lamps
3. Measuring Solids and Liquids
4. Oobleck- Is it a solid or a liquid?

■ MATERIALS

Materials for each lesson are listed with each lesson plan. Overall materials budget including pricing and vendors follows the lesson plans.

■ ABOUT THE DEVELOPER

Brandi Miller graduated with a Bachelor of Science in Elementary Education from Florida Southern College. She has been teaching for 5 years. She currently teaches first grade at Caldwell Elementary. This is her second time as a T2T grant developer.

★★★
Lesson Plan No 1: Sink or Float?

**SUBJECTS COVERED**
Science, Reading, Writing

**GRADES**
First

**OBJECTIVES**
1. Students will predict if objects will sink or float.
2. Students will observe and record whether objects sink or float.
3. Students will write to answer the lesson essential question.

**SUNSHINE STATE STANDARDS**
SC.1.P.8.1 The student will sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.
SC.1.N.1.1 The student will raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.
SC.1.N.1.2 The student will use the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.
LA.1.4.2.2 The student will participate in recording information from informational/expository text.
LA.1.5.2.2 The student will retell specific details of information heard.

**MATERIALS**
- Matter: See It, Touch It, Taste It, Smell It by Darlene Stille
- “Sink or Float” Worksheet
- Clear Plastic Tubs
- Water
- Objects (6 of each- rubber duck, penny, marble, pencil, plastic sailboat, rubber ball, toy car, inflated balloon, scissors, plastic ruler)

**DIRECTIONS**
- Read Matter: See It, Touch It, Taste It, Smell It by Darlene Stille
- Review matter and the properties of solids and liquids. Go over vocabulary words (sink, float).
- Introduce procedures and expectations for the experiment.
- Review the steps in the scientific process.

**Hypothesis:**
Have students explore the various objects. Students will predict whether they think each object will sink or float when placed in the water. Have students write their predictions on the worksheet before proceeding with the experiment.

Once students have recorded all of their predictions, take a poll to see what the class thinks and record totals on the board.

**Experiment:**
Have students work in small groups. Each group will have their own tub of water and various objects to test. They will put objects into the tubs of water one at a time. Once the objects are in the water, students will need to write down their observations.

**Conclusion:**
Students will record whether their predictions were right or wrong. Students will answer the corresponding lesson essential question: “What happens to objects placed in water?”

**Data Discussion:**
Once students have finished writing their conclusions, go over the results of each object with the whole class. Call on students to share the results. The teacher can use a tub and objects to do the tests whole group to verify results. Additionally, have students read their summaries.

**EVALUATION/ASSESSMENT**
Students will be assessed based on participation and completion of the worksheet. Please see the attached rubric for more information.

2011 - 2012 IDEA CATALOG OF EXCELLENCE
Name: ___________________________  Date: ________________

Sink or Float Worksheet

<table>
<thead>
<tr>
<th>Objects</th>
<th>Prediction: S or F</th>
<th>Results: S or F</th>
<th>Was your prediction correct? Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubber Duck</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marble</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Penny</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pencil</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plastic Sailboat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubber Ball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toy Car</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inflated Balloon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scissors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plastic Ruler</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lesson Essential Question: What happens to objects placed in water?
“What’s the MATTER?” Brandi Miller
Lesson Plan No 2: Liquid Mixtures - Mini Lava Lamps

MATERIALS
- Matter by Kay Manolis
- “Liquid Mixtures” Worksheet
- Baby Bottle Test Tubes
- Water
- Vegetable Oil
- Color Tablets

DIRECTIONS
1. Read Matter by Kay Manolis.
2. Discuss vocabulary words (mixture, dissolve).
3. Put students into collaborative pairs. Identify students as Partner A and Partner B.
4. Introduce procedures and expectations for the experiment.
5. Review steps in the scientific process.

Hypothesis:
Students will predict if substances will mix with water.

Experiment:
Partner A will fill a baby bottle test tube up with water and add a color tablet. Partner B will fill the baby bottle test tube 3/4 full with vegetable oil. Then, partner B will add the color tablet and finish filling the test tube up with water. Students will put the lid back on the baby bottle test tube and shake.

Conclusion:
Students will observe and record what happens in each baby bottle test tube. Students will record whether their predictions were right or wrong. Students will answer the corresponding lesson essential question: “How can you tell if something dissolves?”

EVALUATION/ASSESSMENT
Students will be assessed based on participation and completion of the worksheet. Please see the attached rubric for more information.

SUBJECTS COVERED
Science, Reading, Writing

GRADES
First

OBJECTIVES
1. Students will predict if substances will mix with water.
2. Students will observe and record what happens when they mix the substances together.
3. Students will write to answer the lesson essential question.

SUNSHINE STATE STANDARDS
SC.1.P.8.1 The student will sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.
SC.1.N.1.1 The student will raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.
SC.1.N.1.2 The student will use the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.
LA.1.4.2.2 The student will participate in recording information from informational/expository text.
LA.1.5.2.2 The student will retell specific details of information heard.

Data Discussion:
Once students have finished writing their conclusions, discuss what the students observed. Call on students to share their results. Teacher can demonstrate both experiments with the jumbo test tubes during class discussion to verify student results. Additionally, have students read their summaries.
### Liquid Mixtures Worksheet

<table>
<thead>
<tr>
<th>Experiment A</th>
<th>Experiment B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials</strong></td>
<td><strong>- Baby bottle test tube</strong>&lt;br&gt;- Water&lt;br&gt;- Color Capsule</td>
</tr>
<tr>
<td><strong>Prediction:</strong>&lt;br&gt;Do you think it will mix together? Yes or No</td>
<td></td>
</tr>
<tr>
<td><strong>Observation:</strong>&lt;br&gt;What did you see?</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion:</strong>&lt;br&gt;Did it mix? Yes or No</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Essential Questions:**

How can you tell if something dissolves? ______________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

What happened when you tried to mix the oil and water together? ________________

____________________________________________________________________

____________________________________________________________________
“What’s the MATTER?” Brandi Miller
Lesson Plan No 3: Measuring Solids and Liquids

■ SUBJECTS COVERED
Science, Reading, Writing

■ GRADES
First

■ OBJECTIVES
1. Students will use science tools to measure solids and liquids.
2. Students will record their results.
3. Students will write to answer the lesson essential questions.

■ SUNSHINE STATE STANDARDS
SC.1.P.8.1 The student will sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.
SC.1.N.1.1 The student will raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.
SC.1.N.1.2 The student will use the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.
LA.1.4.2.2 The student will participate in recording information from informational/expository text.
LA.1.5.2.2 The student will retell specific details of information heard.
MA.1.G.5.1 The student will measure by using iterations of a unit and count the unit measures by grouping units.
MA.1.G.5.2 The student will compare and order objects according to descriptors of length, weight, and capacity.

■ MATERIALS
- What is the World Made Of? All About Solids, Liquids, and Gases by Kathleen Weidner Zoehfeld
- “Measuring Solids and Liquids” Center Worksheet
- Measuring Tools- Balance, Ruler, Cubes
- Liquid Measuring Kit
- Clear Plastic Tubs
- Water
- Color Tablets
- Classroom Objects (book, piece of paper, rubber ball, pencil, eraser, glue stick, scissors, containers- cup, pint, quart, gallon)

■ DIRECTIONS
- Review matter, focusing on the physical properties of solids and liquids.
- Introduce procedures and expectations for the measurement centers.

Hypothesis:
Have students predict the length, weight, and capacity of various objects

Experiment:
Put students into collaborative pairs. Have students rotate around the classroom to ten different stations. Students will work together using various science tools to measure the length, weight, and capacity of solids and liquids. *Tubs of colored water will be at the capacity stations for student use.

Station 3: Use a blocks to find the length of a piece of a paper.
Station 4: Use blocks to find the weight of a rubber ball.
Station 5: Use a measuring cup to determine how many cups are in a pint.
Station 6: Use a ruler to find the length of a pencil.
Station 7: Use blocks to find the weight of a glue stick.
Station 8: Use a measuring cup to find out how many cups are in a gallon.
Station 9: Use a ruler to find the length of an eraser.
Station 10: Use blocks to find the weight of scissors.

Conclusion:
Students will record their results on the teacher made worksheet. Students will summarize their answer to the lesson essential questions.

Data Discussion:
Once students have finished writing their conclusions, discuss the results for each station. Call on students to share their findings. The teacher can complete each station during the whole group discussion to verify student results. Additionally, have students read their answers to the lesson essential questions. *Be sure to emphasize that liquid does not have a shape of its own and takes the shape of the container it is in. Solids keep their shape.

■ EVALUATION/ASSESSMENT
Students will be assessed based on participation and completion of the worksheet. Please see the attached rubric for more information.

★★★
Measuring Solids and Liquids

Center Worksheet

<table>
<thead>
<tr>
<th>Station</th>
<th>Activity</th>
<th>Prediction</th>
<th>Results</th>
<th>Was your prediction Correct? Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Station 1</td>
<td>How long is the book?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Station 2</td>
<td>How many cups are in a quart?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Station 3</td>
<td>How long is the piece of paper?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Station 4</td>
<td>How much does the ball weigh?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Station 5</td>
<td>How many cups are in a pint?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Station 6</td>
<td>How long is the pencil?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Station 7</td>
<td>How much does the glue bottle weigh?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Station 8</td>
<td>How many cups are in a gallon?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Station 9</td>
<td>How long is eraser?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Station 10</td>
<td>How much do the scissors weigh?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lesson Essential Questions:

What can we learn from the size of an object? ___________________________________________
__________________________________________
__________________________________________
__________________________________________

How do we use shape to describe matter? _____________________________________________
__________________________________________
__________________________________________
__________________________________________
What’s the MATTER?” Brandi Miller
Lesson Plan No 4: Oobleck – Is it a Solid or a Liquid?

SUBJECTS COVERED
Science, Reading, Writing

GRADES
First

OBJECTIVES
1. Students will predict if Oobleck is a solid or a liquid.
2. Students will observe and record what happens when they investigate Oobleck.
3. Students will write to answer the lesson essential questions.

MATERIALS
- Bartholomew and the Oobleck by Dr. Seuss
- “Oobleck” Worksheet
- Oobleck – 2 Cups of Cornstarch, 1 Cup of Water, Green Food Coloring
- Plastic Cups
- Newspaper - to cover the desks

DIRECTIONS
- Read Bartholomew and the Oobleck by Dr. Seuss
- Review matter, focusing on the properties of solids and liquids.
- Introduce procedures and expectations for the experiment.
- Review the steps in the scientific process.

Hypothesis:
Have students predict if they think Oobleck is a solid or a liquid.

Experiment:
Have Oobleck already made and divided out into individual plastic cups. Have students investigate the mysterious substance. Students will perform five tests on the Oobleck to help them determine if the substance is a solid or a liquid. *Please note that this can be very messy. Place newspapers on student desks and encourage the exploration.

Conclusion:
Students will record their test results on the Oobleck worksheet. Students will summarize what they observed.

EVALUATION/ASSESSMENT
Students will be assessed based on participation and completion of the worksheet. Please see the attached rubric for more information.

Data Discussion:
Once students have finished writing their conclusions, discuss what the students observed. Call on students to share their results. Additionally, have students read their answers to the lesson essential questions.

EVALUATION/ASSESSMENT
Students will be assessed based on participation and completion of the worksheet. Please see the attached rubric for more information.

SUBJECTS COVERED
Science, Reading, Writing

GRADES
First

OBJECTIVES
1. Students will predict if Oobleck is a solid or a liquid.
2. Students will observe and record what happens when they investigate Oobleck.
3. Students will write to answer the lesson essential questions.

MATERIALS
- Bartholomew and the Oobleck by Dr. Seuss
- “Oobleck” Worksheet
- Oobleck – 2 Cups of Cornstarch, 1 Cup of Water, Green Food Coloring
- Plastic Cups
- Newspaper - to cover the desks

DIRECTIONS
- Read Bartholomew and the Oobleck by Dr. Seuss
- Review matter, focusing on the properties of solids and liquids.
- Introduce procedures and expectations for the experiment.
- Review the steps in the scientific process.

Hypothesis:
Have students predict if they think Oobleck is a solid or a liquid.

Experiment:
Have Oobleck already made and divided out into individual plastic cups. Have students investigate the mysterious substance. Students will perform five tests on the Oobleck to help them determine if the substance is a solid or a liquid. *Please note that this can be very messy. Place newspapers on student desks and encourage the exploration.

Conclusion:
Students will record their test results on the Oobleck worksheet. Students will summarize what they observed.

EVALUATION/ASSESSMENT
Students will be assessed based on participation and completion of the worksheet. Please see the attached rubric for more information.

SUBJECTS COVERED
Science, Reading, Writing

GRADES
First

OBJECTIVES
1. Students will predict if Oobleck is a solid or a liquid.
2. Students will observe and record what happens when they investigate Oobleck.
3. Students will write to answer the lesson essential questions.

MATERIALS
- Bartholomew and the Oobleck by Dr. Seuss
- “Oobleck” Worksheet
- Oobleck – 2 Cups of Cornstarch, 1 Cup of Water, Green Food Coloring
- Plastic Cups
- Newspaper - to cover the desks

DIRECTIONS
- Read Bartholomew and the Oobleck by Dr. Seuss
- Review matter, focusing on the properties of solids and liquids.
- Introduce procedures and expectations for the experiment.
- Review the steps in the scientific process.

Hypothesis:
Have students predict if they think Oobleck is a solid or a liquid.

Experiment:
Have Oobleck already made and divided out into individual plastic cups. Have students investigate the mysterious substance. Students will perform five tests on the Oobleck to help them determine if the substance is a solid or a liquid. *Please note that this can be very messy. Place newspapers on student desks and encourage the exploration.

Conclusion:
Students will record their test results on the Oobleck worksheet. Students will summarize what they observed.

EVALUATION/ASSESSMENT
Students will be assessed based on participation and completion of the worksheet. Please see the attached rubric for more information.

SUBJECTS COVERED
Science, Reading, Writing

GRADES
First

OBJECTIVES
1. Students will predict if Oobleck is a solid or a liquid.
2. Students will observe and record what happens when they investigate Oobleck.
3. Students will write to answer the lesson essential questions.

MATERIALS
- Bartholomew and the Oobleck by Dr. Seuss
- “Oobleck” Worksheet
- Oobleck – 2 Cups of Cornstarch, 1 Cup of Water, Green Food Coloring
- Plastic Cups
- Newspaper - to cover the desks

DIRECTIONS
- Read Bartholomew and the Oobleck by Dr. Seuss
- Review matter, focusing on the properties of solids and liquids.
- Introduce procedures and expectations for the experiment.
- Review the steps in the scientific process.

Hypothesis:
Have students predict if they think Oobleck is a solid or a liquid.

Experiment:
Have Oobleck already made and divided out into individual plastic cups. Have students investigate the mysterious substance. Students will perform five tests on the Oobleck to help them determine if the substance is a solid or a liquid. *Please note that this can be very messy. Place newspapers on student desks and encourage the exploration.

Conclusion:
Students will record their test results on the Oobleck worksheet. Students will summarize what they observed.

EVALUATION/ASSESSMENT
Students will be assessed based on participation and completion of the worksheet. Please see the attached rubric for more information.

SUBJECTS COVERED
Science, Reading, Writing

GRADES
First

OBJECTIVES
1. Students will predict if Oobleck is a solid or a liquid.
2. Students will observe and record what happens when they investigate Oobleck.
3. Students will write to answer the lesson essential questions.

MATERIALS
- Bartholomew and the Oobleck by Dr. Seuss
- “Oobleck” Worksheet
- Oobleck – 2 Cups of Cornstarch, 1 Cup of Water, Green Food Coloring
- Plastic Cups
- Newspaper - to cover the desks

DIRECTIONS
- Read Bartholomew and the Oobleck by Dr. Seuss
- Review matter, focusing on the properties of solids and liquids.
- Introduce procedures and expectations for the experiment.
- Review the steps in the scientific process.

Hypothesis:
Have students predict if they think Oobleck is a solid or a liquid.

Experiment:
Have Oobleck already made and divided out into individual plastic cups. Have students investigate the mysterious substance. Students will perform five tests on the Oobleck to help them determine if the substance is a solid or a liquid. *Please note that this can be very messy. Place newspapers on student desks and encourage the exploration.

Conclusion:
Students will record their test results on the Oobleck worksheet. Students will summarize what they observed.
Oobleck Worksheet

Hypothesis: I think Oobleck is a ________________ because ________________.

Experiment: Do the following tests with your Oobleck. Circle whether it acts like a solid or a liquid.

<table>
<thead>
<tr>
<th>Test 1</th>
<th>Pour the Oobleck in your hand</th>
<th>Solid or Liquid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 2</td>
<td>Roll the Oobleck into a ball</td>
<td>Solid or Liquid</td>
</tr>
<tr>
<td>Test 3</td>
<td>Slowly poke your finger into the Oobleck</td>
<td>Solid or Liquid</td>
</tr>
<tr>
<td>Test 4</td>
<td>Slap Oobleck with your hand</td>
<td>Solid or Liquid</td>
</tr>
<tr>
<td>Test 5</td>
<td>Squeeze Oobleck in your hand</td>
<td>Solid or Liquid</td>
</tr>
</tbody>
</table>

Conclusion:

Lesson Essential Questions:

What are the characteristics of a solid? __________________________________________

________________________________________

What are the characteristics of a liquid? __________________________________________

________________________________________

I think Oobleck is __________________________________________.
### Measuring Solids and Liquids

**Center Worksheet**

<table>
<thead>
<tr>
<th>Station</th>
<th>Activity</th>
<th>Prediction</th>
<th>Results</th>
<th>Was your prediction Correct? Yes or No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Station 1</td>
<td>How long is the book?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Station 2</td>
<td>How many cups are in a quart?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Station 3</td>
<td>How long is the piece of paper?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Station 4</td>
<td>How much does the ball weigh?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Station 5</td>
<td>How many cups are in a pint?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Station 6</td>
<td>How long is the pencil?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Station 7</td>
<td>How much does the glue bottle weigh?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Station 8</td>
<td>How many cups are in a gallon?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Station 9</td>
<td>How long is eraser?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Station 10</td>
<td>How much do the scissors weigh?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Essential Questions:**

What can we learn from the size of an object?  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________

How do we use shape to describe matter?  
________________________________________________________________________
# Materials Budget

<table>
<thead>
<tr>
<th>SUPPLIER</th>
<th>ITEM DESCRIPTION</th>
<th>COST</th>
<th>QUANTITY</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amazon.com</td>
<td>Matter by Kay Manolis</td>
<td>$5.95</td>
<td>1</td>
<td>$5.95</td>
</tr>
<tr>
<td></td>
<td>Matter: See It, Touch It, Taste It, Smell It by Darlene Stille</td>
<td>$7.95</td>
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| Teacher’s Name | Brandi Miller  
| School | Caldwell Elementary |

| | Subtotal | $189.91 |
| | Tax if applicable | $5.54 |
| | Shipping if applicable | $7.04 |
| | TOTAL BUDGET AMOUNT | $202.49 |
### Overall Program Rubric

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