Teacher work sample

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Section 1: Learning Context (Contextual Factors)

Community, school and classroom characteristics

Nestled on the land grant property of the Prairie View A&M University, is the H. T. Jones Elementary School-the smallest school in the Waller Independent School District. The District is located in a semi-rural/agricultural region that is currently undergoing rapid residential and commercial development. A brief interview with the school's principal revealed that the institution has a population of two hundred and seventy (270) students on roll and twenty three (23) teachers on staff, in addition to four Para-professionals.

The 2007-2008 Academic Excellence Indicator System (AEIS), reports that Jones Elementary received overall commended performance on Reading/ELA and also Mathematics. Their accountability rating for that period was *Recognized*, but for the 2008-2009 period their rating has been improved to *Exemplary*. This current information has not yet been updated on the website.

As illustrated by figure 1 below, the school district has a predominantly White population of approximately fifty percent (44.4%) followed by Hispanics (41.5%), then African American (12.9%), and lastly Asian and American Indians (.7%). In contrast, figure 2 shows an illustration that the ethnic breakdown of the student population at H. T. Jones Elementary School consists of predominantly African American (49%) then Hispanics (47%), Whites (3%) and others-Asian and American Indians (1%).

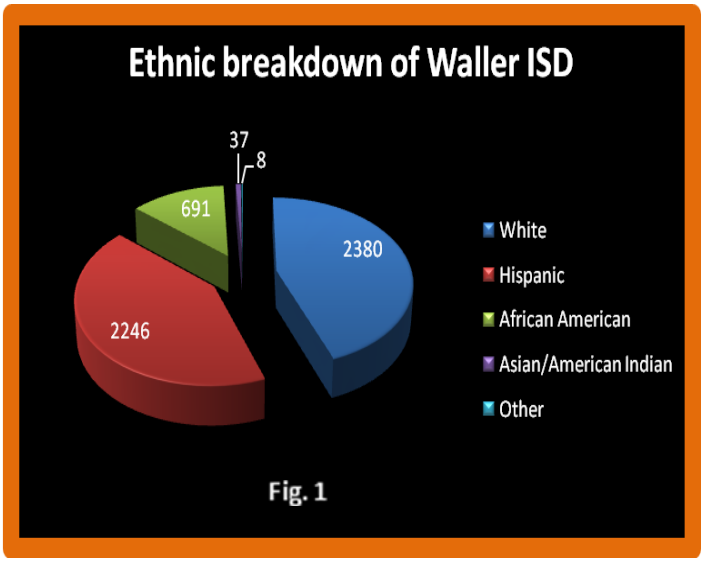


Fig. 1

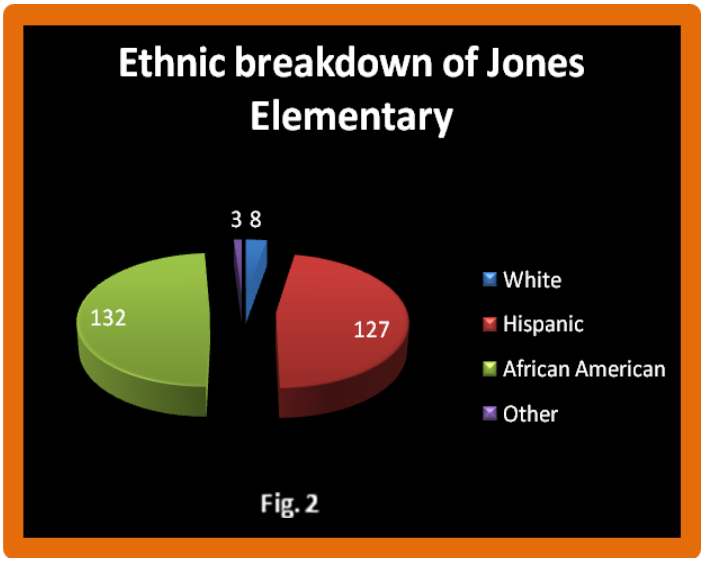


Fig. 2

The 2000 census indicates that there are 4,410 people, 694 households, and 360 families residing in the city of Prairie View. The majority of this population resides on the University's campus. The racial makeup of the city is 3.47% White, 93.51% African American, 0.18% Native American, 0.43% Asian, and 2.41% of the population is from other races, including Hispanic or Latino (http://www.glasglow.com/).

The city of Prairie View-despite its rich historical affiliations- is characterized as a low socio economic area. The census demographics also showed that the per capita income for the city is $8,219, with 24.4% of the population and 13.2% of families living below the poverty line. Of the total population living in poverty, 18.2% are under the age of 18 and 14.9% are 65 or older. (http://www.glasglow.com/).Therefore it is justified that the only elementary school in the community has a population of 89% students who are from economically disadvantaged homes. These are a part of the free or reduced lunch program.

The community is affiliated with the Democratic political party, in contrast to the fact that the county of Waller is predominantly Republican. The Republican women of Waller County are huge supporters of education, who fund-raise and provide the students in the district

with reading materials and also dictionaries on an annual basis. The Democratic Party also supports education as it continues to lobby for equal educational opportunities-for the only predominantly Black school in the District.

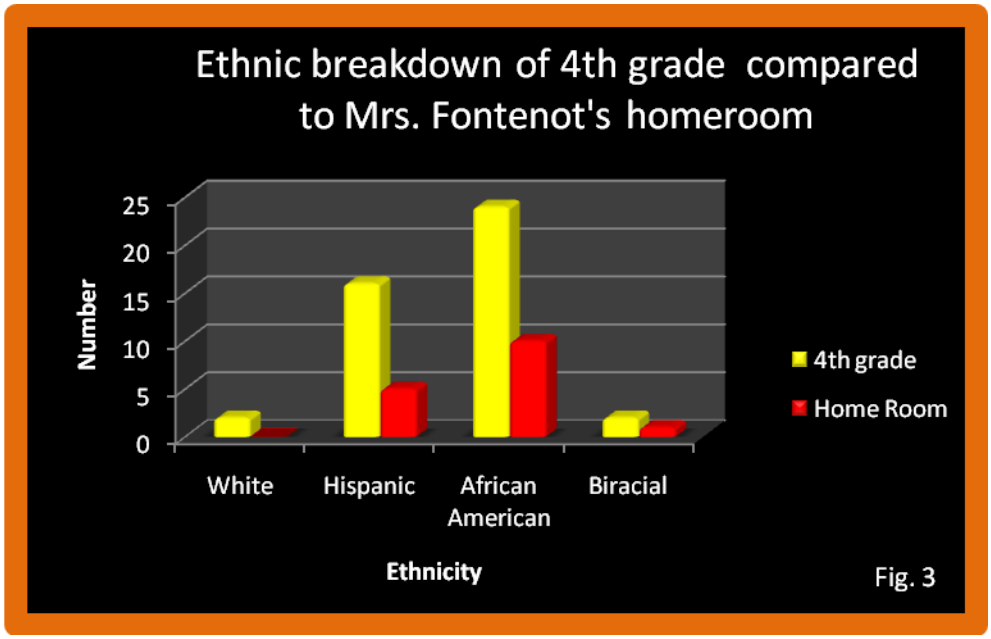
Jones Elementary has many resources available to its teachers and students including a minimum of four computers to every classroom, everyday access to the school's library with books for the students as well as resources that are useful for the teacher, such as supplemental workbooks and videos. There are also two computer labs and child-sized mini-laptops which are available upon teachers' request.

The District also has a new and improved networking system called Skyward through which parents can communicate with the school and also log in to get weekly updates on their child's academic progress on a weekly basis. Parents and families have an opportunity to conference whether face to face, by phone or e-mail so everyone can be included. There is also a very active Parent teacher Organization (PTO) which meets regularly and is involved in lots of fundraising, while bridging the gap between home and school.

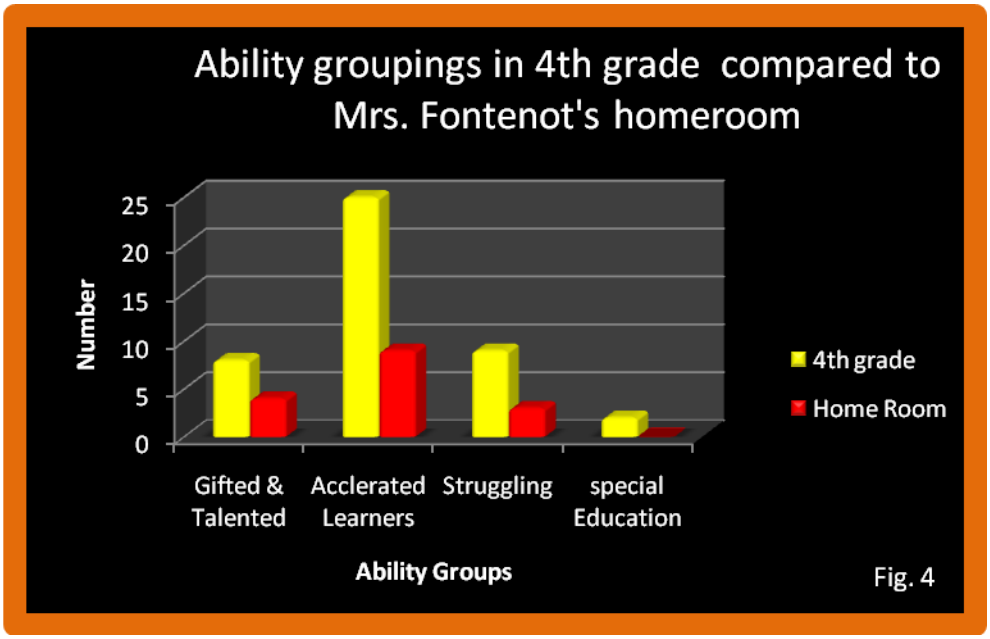
The school, which usually facilitates students in the range of Pre-kindergarten to Fourth grade, has since this academic school year added fifth grade to its campus. This was done as part of the District's attendance re-zoning exercise. With the addition of a new campus, the re-zoning was done to balance student population throughout the schools, and to ensure an 80% enrollment capacity at each elementary school and 65% at the junior high level. My placement was in Mrs. Fontenot's class-one of the three fourth grade classrooms. This class focused on Mathematics and Science. The second classroom focused on Writing and Spelling, the third on reading and

Social Studies. All three groups rotate through the three rooms for an hour and a half instruction, but my focus will be on the homeroom of my placement.

The 4th grade has a total of 44 students, with an ethnic breakdown of 59% African American, 36% Hispanics 4.5% whites and 0.5% Biracial. Mrs. Fontenot's homeroom had a total of 16 students with a breakdown of 62.5% African American, 31.25% Hispanics 0.00% Whites and 6.25% Biracial. Figure 3 below clearly illustrate the comparison of the afore stated data.



These students are of different ability levels which range from Gifted and Talented to the struggling. The fourth grade on a whole has a total of eight gifted and talented students, which is (25%). There are twenty two accelerated students which accounts for (50%). There are also 12 struggling students, which accounts for 27% and two students who receive Special Education services. Conversely, there are four gifted and talented students in Mrs. Fontenot's homeroom, which accounts for 25%. There are eight accelerated students which accounts for 50% and four struggling; accounting for 25%. No student in this homeroom is served by the Special Education program. (See figure 4 below).

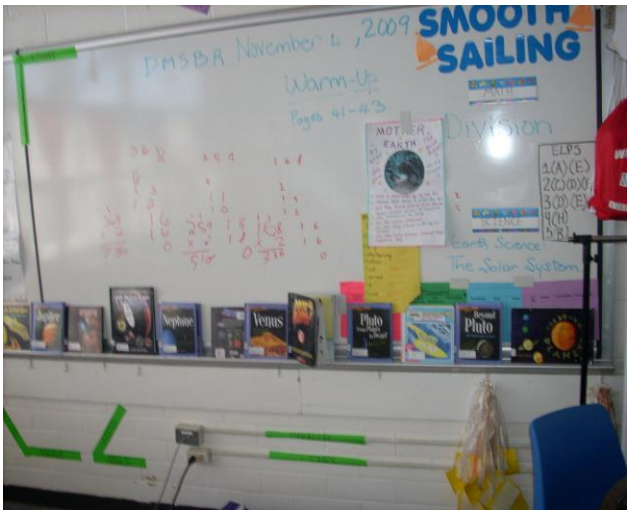


The classroom is large and spacious with a large storage cupboard and cubby areas at the back of the room. On entering the room, and to the right of the doorway is the trash can, while to the right are the students' mailboxes. The computer area is neatly placed at the front right hand corner of the room, opposite to which is the teacher's desk and small group work area The Liquid Crystal Display (LCD) projector is located at the front of the room, facing the white board. This technological support is frequently used to aid instruction.

The whiteboard is visible to all the students, and there is accessibility to a wide variety of books, supplies and materials. Individual buckets containing assortment of culturally diverse books are placed by each small group, and there is also another display of math and science related story books, on a shelf- all of which are, available to the students. The room is beautifully decorated with grade and developmentally appropriate posters which provide useful information and serves as extension for topics covered in the classroom.

The classroom is placed in four cooperative groups, and the students are heterogeneously placed. This seems to work perfectly, as the faster students serves as motivation for the slower ones. There are also two designated areas in the room where all student work is displayed and also another area, on the outside classroom wall. This gives the students as sense of pride in completing their work as best they can. The classroom has a free flow of traffic, and students can access and interact with materials and each other without bumping into furniture or each other. There were no observed distracters in the room, and even though there is no student with a physical disability, the room is set up to accommodate and include such students. (See classroom pictures overleaf).

Classroom Pictures



The classroom teacher is an African American Prairie View Alumna, who holds a Bachelor's degree in Education (4-8) and a Masters degree in Curriculum and Instruction with emphasis on Reading Instruction. She has been teaching for the past four years, and is very passionate about teaching and learning. She sets high standards for all her students, remind them as often as needed, if they are falling below their ability level and teacher expectation. I was totally impressed with her teaching styles. As we communicated and grew to learn more about each other, I realized our educational philosophies and student expectations were similar. That set the foundation for great team work between us. The shared characteristic between us has bee recipe for a positive effect on student learning.

In addition, the individual students who come to the learning environment with their diverse learning styles and cultural backgrounds, have created a positive impact on learning. Our discussions and activities have been most enriching as we all share a little of our individual experiences-the ones that makes us unique. If it is even reading a book or watching a movie or talking about individual cultural activities or places travelled. It all made each individual special in a unique way.

In order to support from a literary point of view, context characteristics predicted to affect student learning during this unit of activities, I will first reference the constructivist theory, of which I am a proponent. Vygotsky in Rogoff (1990) stated that "children learn through shared problem solving experiences with someone else, such as parents, teacher, siblings or a peer…" (p.124).The more competent person in the interaction serves to scaffold the children until they reach their zone of proximal development-in other words, a place at which they can function independently.

The second literary reference also endorses the constructivist view on learning, and states that “knowledge cannot be [simply] transmitted but must be constructed by the mental activity of learners” (Asoko, Driver, Leach and Scott, 1994, P.6). This is presented from a theoretical perspective on teaching and learning the sciences in the social setting of classrooms. It is also informed by a view of scientific knowledge that is socially constructed by a perspective on the learning of science as knowledge construction involves both individual and social processes.

Section 2: Learning Goals and Objectives

As mentioned in the previous chapter, my placement is in a math/science classroom. My cooperating teacher and I have worked out a plan where she does math instruction and I do science. Since the science lessons are more prescribed and does not require as much reteaching of previous grade concepts, she suggested that I could observe the math instruction for the first few weeks and as I grew adept, I would gradually assume the responsibilities. I really appreciated that thoughtful gesture, as I learnt from observation that the students are accustomed to specific methods and strategies. I had a great command of the Science instruction and as the weeks progressed, I indulged more and more into the math skills.

The overall achievement goal for my students is to master Physical science associated concepts such as demonstrating safety procedures, identifying and measuring physical properties of matter, and creating an electrical system. These activities will be done through practical and hands-on interactions with concept related materials and equipment. This goal addresses each of the following learning objectives, which are taken from the Texas Essential Knowledge and Skills (TEKS). The following objectives are extensions of previous grade knowledge:

4.1 The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices.

4.2 The student uses scientific inquiry methods during field and laboratory investigations.

4.3 The student uses critical thinking and scientific problem solving to make informed decisions.

4.4 The student knows how to use a variety of tools and methods to conduct scientific enquiry.

4.5 The student knows that complex systems may not work if some parts are removed. The student is expected to:

(A) Identify and describe the roles of some organisms in living systems such as plants in a school yard, and parts in non-living systems such as a light bulb in a circuit and;

(B) Predict and draw conclusions about what happens when part of a system is removed.

4.7 The student knows that matter has physical properties. The student is expected to:

(A) Observe and record changes in the states of matter caused by the addition or reduction of heat; and

(B) Conduct tests, compare data and draw conclusions about physical properties of matter including states of matter, conduction, density, and buoyancy. (http://www.tea.state.tx.us)

Each of these learning goals are directly aligned with the learning context and is appropriate for the specific community, school, classroom, classroom teachers and most important- students. Prior knowledge is always an asset, but is not a requirement to accomplish the objectives. The achievement level among the student is diverse, but necessary accommodations and enrichment will be planned to facilitate the students.

Section 3: Assessment Plan

Learning Objective 1: The student conducts field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices.

Learning Objective 1	Type of Assessment	Assessment Format	Adaptations
	Pre- Assessment: Identify 5 safety tools/clothing of fireman in picture.	Instruct students to observe the picture and write the five observations in their journals.	Read aloud the instructions and assign a picture to each student.
	Formative Assessment: Assign cards with safety scenarios to students.	Students will read their assigned cards and discuss orally in pairs.	Teacher will provide explanations and clarifications as necessary.
	Post-Assessment: Lab stations	Manipulate items in two lab stations- (unknown liquid, and flying particles) - and demonstrate use of appropriate safety gear. Record experience in journal.	-Work with the teacher or resource center - Break down students into groups based on if they are 1) intervention level 2) on-level 3) advanced

Learning Objective 2: The student knows how to use a variety of tools and methods to conduct scientific enquiry.

Learning Objective 2	**Type of Assessment**	**Assessment Format**	**Adaptations**
	Pre- Assessment: small group brainstorming	- Have students brainstorm and define the word temperature. Representative from group will write definition on display chart.	-Read aloud to small groups - facilitate groups with needed materials
	Formative Assessment: make and verify predictions.	- Instruct students to observe the weather by looking outside and make a prediction of the temperature.	- Small groups
	Post-Assessment: Paper/pencil assessment	Students will complete a short paper/pencil assessment, to evaluate mastery of concept taught.	-Review concepts to ensure understanding. -Assist students who need intervention.

Learning Objective 3: The student is expected to observe and record changes in the states of matter caused by the addition or reduction of heat; and conduct tests, compare data and draw conclusions about physical properties of matter including states of matter, conduction, density, and buoyancy.

Learning Objective 3	**Type of Assessment**	**Assessment Format**	**Adaptations**
	Pre- Assessment: Paper/pencil assessment	Students will complete an assessment sheet prior to the lesson to determine their knowledge of the subject.	-Read aloud to small group -Read instructions to ensure understanding.
	Formative Assessment: students will place real objects in the categories solid liquid and gas	- Students will rotate through four lab stations where they will manipulate solids, liquids and gas (balloons), make predictions and observations and also cut and paste pictures of examples of the states of matter. Place real objects in the categories solid liquid and gas.	- Small groups - Write and restate instructions. LCD projector
	Post-Assessment: Paper/pencil assessment	Students will complete the same assessment sheet after the lesson has been taught.(See Appendix A for test)	-Read instructions to ensure understanding. -rotate around class to check for understanding.

Reliable Assessment

From my list of learning goals and objectives, I selected three learning goals. For learning goal 1, the pre-assessment was chosen to appeal to the learners' visual senses. I carried out a learning styles inventory and found that this was a preferred learning style of the class. Of course there was other styles exhibited, but these are exemplified in other lessons. Learning goal 2 pre-assessment was designed to facilitate brainstorming-which is an important skill-and also peer interaction and learning goal 3 was a paper/pencil pre-test.

The formative assessment of learning objective1, 2 and 3 was designed to develop students' application and analysis and evaluation skills. They helped the students' to predict possible outcomes, categorize information, apply the information learned and also make a judgment about the new information.

The post assessment of learning goal 1 was carried out through observation. I observed the students manipulate materials in different stations, and based on what was seen, a reasonable conclusion could be drawn as to whether the concept was mastered. Learning goal 2 and 3 were post assessed by a paper/pencil method, which is usually an easy method to depict mastery or non-mastery of skills taught.

Valid Assessment and Scoring procedures

The pre and formative assessments were not carried out for scoring purposes, but to check for previous knowledge and also to monitor understanding. The post-assessment of learning goal 1 was also not taken for a grade, but just to draw conclusions about the learners' progress. Learning goal 2 and 3 post-assessments were taken as percentage scores, as will be shown in a subsequent chapter.

Adaptations in assessment Administration Procedures

Based on the learning context for differences in student learning characteristics, the adaptations were fairly basic and did not require any major planned administration. The demands of the class in general could be helped with reading aloud, repeating directions and also representing directions visually. These adaptations are necessary to ensure understanding of directions and understanding in general. Reading aloud facilitates students, who are auditory learners, and need to hear information for it to make sense.

Section 4: Design for Instruction

Interpretation and Application of Pre-assessment Data

The design for instruction will be focused on learning goal 3. Based on information gathered, the pre-assessment plan revealed for learning goal 3, that the students on average had background knowledge about states of matter. The concept was introduced in the third grade. Based on the rubric created for this assessment, 12 students were able to carefully observe the picture and correctly identify all three states of matter. 2 students were able to identify only two states of matter and 2 students were able to correctly identify two states of matter.

The pre-test has revealed that 75% of the class has shown significant strength and the remaining 25% requires some refreshing. This information has led me to adjust my planned lesson, and recap the portion of the lesson that was already taught in the previous grade. To aid comprehension, I used real objects that were a part of my materials, in addition to objects around the room.

Plan for Instruction

The Block plan is a very fast-paced instruction plan that can be ideal for fast-paced learners', but can be a proven hassle and a point of frustration for the struggling, or other students who require specialized instruction. As I might have mentioned in a previous chapter, I am a proponent of theorists such as Vygotsky and Piaget and their constructivist theories. The fact that children construct their own knowledge, supportive adults or competent peers should be able to provide the optimal environment for this construction of learning to take place. The following lesson plan details the requirements.

Title of Lesson:	States of Matter	**Date:**	October 13, 2009
Author(s):	Tremaine Leslie		
Developmental Domain	Cognitive -Science	**Grade:**	4
Purpose	The purpose of the lesson is to have students understand that there are three states of matter which are identifiable by different characteristics.		

Component	**Detail**
Materials/Resources	Beakers, graduated cylinders, pipettes, ice, worksheets, journals, water, balloons, ball shell fork, small white board, newspaper, scissors, glue, goggles, Textbook (Gateways to Science)
Safety	Review safety rules for using materials as necessary.
Fourth Grade TEKS **(Texas Essential Knowledge and Skills)**	4.7 The student is expected to: (A) Observe and record changes in the states of matter caused by the addition or reduction of heat; and (B) Conduct tests, compare data and draw conclusions about physical properties of matter including states of matter, conduction, density, and buoyancy.

Instructional Objective(s)	The student knows that matter has physical properties.
Teacher Preparation	TTW: Ensure that there are adequate materials for each student, and prepare activities and stations ahead of class time.
Procedure	The Teacher Will: 1. Illustrate a graphic representation on the multi-media projector of the three states of matter (solid, liquid, gas). 2. Have students predict which illustration is a representation of the individual states of matter, and justify their answers. 3. The teacher will also provide validation for the answers chosen and provide corrections if necessary. 4. Instruct students to document the new information in their journals. 5. Show students real life demonstrations of solid liquid and gas (pencil, water, Air freshener). 6. Have students' complete activity to show that liquid takes the shape of its container. Students will use pipettes to transfer water from beaker to graduated cylinder and draw their observations. 7. Inquire from students whether or not they think matter can change from one state to another. (Answers might vary) 8. Show students a block of chocolate and have them prove it is a solid. 9. Use blow dryer to apply heat to chocolate for 30 seconds. 10. Have students feel the chocolate and tell what is different. (The chocolate should change from solid to liquid). 11. Ask students whether or not they think the chocolate can return to its solid state. (Answers might vary). 12. Students and teacher will brainstorm to find a method that would

	be best suitable to get the chocolate back to solid. 13. The chocolate will be placed in a beaker of ice. (Within minutes it should again be very hard). 14. Next, students will rotate through four lab stations where they will manipulate solids, liquids and gas (balloons), make predictions and observations and also cut and paste pictures of examples of the states of matter. 15. Students will take turns to read aloud from pages 62-63 from their text, which will provide a summary for the lesson.
Assessment	Students will complete an assessment sheet based on their completed activities.
Closure	The Teacher will review the objectives of the lesson. Students will find out objects that has more than one state of matter as an extension activity.

Impact of learning Context

The contextual characteristics I am addressing include the instructional implications of the community, instructional implications of the school, instructional implications of the classroom and instructional implications of the students. The possible impact of the community on learning is that I have to take into consideration that the majority of the students are from low socioeconomic status, which means I cannot assign take home assignments which will be too financially demanding. A positive impact of the community on learning however, is the fact that

the community has a rich historical context and there are community members who are excellent resource persons to facilitate classroom learning.

The implication of the school on learning is that there is a great student/teacher ratio, lots of available materials and equipment and also adequate technological aid. I plan to use all of these factors to my advantage to enhance the teaching/learning experience. The possible impact of the classroom on learning is also very positive. The room is large, spacious and well lit and the temperature can be adjusted as needed. There is enough room to display charts and learning materials and also to display student's work. This setting is conducive to learning, as the room also has a vast amount of books and educational resources, and also technology support for both the teacher and students.

The possible impact of the students on learning is also very suitable. The group is small and students can be heterogeneously divided into cooperative learning groups. The group exhibits diversity through gender, ethnicity, race, culture, language and also learning styles. The lessons cater to this aspect of student learning, as each learner is valued through the unique trait they bring to the learning environment.

Use of Technology

Technology use is a huge part of the learning context, as each classroom is outfitted with a desk top computer for the teacher, four computers for student use and also a LCD projector system which includes a lap top computer. Technology is frequently used, as the easiest way for whole class display of any visual aid is by use of the LCD projector. There are also mini-laptops in the school's technology room which are readily available for check-out and student use. The

computers are great for extension and enrichment activities and also as part of the reward system for students who are on task.

Section 5: Instructional Decisions

Instructional Decisions Informed by Student Performance

The first modification I made was with regards to classroom management. As mentioned in a previous narrative, the students are seated in heterogeneous cooperative groups of four. During the instruction period, there was one boy who was consistently disruptive, and just took the whole experience as a joke. I observed that the members in his group were entertained by him acting silly and as a result, the group was frequently off task. With the classroom teacher's permission I reshuffled the group and placed the boy causing the disruptive behavior with another group. His new group was not at all entertained by his constant talking, and they helped him stay on task. This was a productive move, as I got to spend less time keeping that group on task, and more time on instruction.

The second modification made, was with regards to instruction. In response to instructional feedback, the students in the struggling group had difficulty classifying objects in the categories liquid and gas. I did a general review of the concept s for the whole class after which the students who understood the concept was assigned an independent activity with some challenge. I worked with the students who did not master the concept in a small group, where I was able to address each learner's individual need. This seemed to work as the result showed improvement in the post assessment.

Instructional decisions and learning goals

The instructional modifications have indeed contributed to the realization of the unit objectives. If I had not made the decision to regroup a disruptive child, it would mean more time spent on trying to constantly redirect inappropriate behavior, and lost instruction time. Also, the small

group activity brought clarity to the struggling students and it was an opportunity to extend the learning experience for the students moving at an accelerated pace. So in general, the modifications lent themselves to the successful completion of the learning objectives on the topic *states of matter*.

Instructional Impact on Student Attitudes and/or Behavior

I did observe an increase of positive behavior throughout the unit. At the very beginning, the students were not very interested in science and their initial opinion on average was that scientists were old nerdy looking men who sat in a lab all day and did not get paid. When I opened up the world of science, students started changing their perceptions. I made a duty of starting each lesson reinforcing the students that they were all scientists as the basic characteristics of a scientist include curiosity and using the senses to observe.

This unit on States of matter-like all the others- was very hands-on and included the students making hypotheses, experimenting, researching and drawing conclusions. There was not one student who displayed a negative attitude about science and the reason as I stated before is the hands on method of delivery, coupled with my personal enthusiasm about the subject area.

Section 6: Analysis of Student Learning

Graphic presentation of assessment results

Students	Pre-Assessment (Objectives 3)	Post-Assessment (Objectives 3)
Student 1	Acceptable	Acceptable
Student 2	Target	Target
Student 3	Acceptable	Acceptable
Student 4	Intervention	Acceptable
Student 5	Acceptable	Acceptable
Student 6	Target	Target
Student 7	Acceptable	Target
Student 8	Acceptable	Target
Student 9	Acceptable	Target
Student 10	Target	Target
Student 11	Acceptable	Acceptable
Student 12	Intervention	Acceptable
Student 13	Intervention	Acceptable
Student 14	Intervention	Intervention
Student 15	Target	Target
Student 16	Intervention	Intervention

Key (pre-test)
46 – 60 (Target)

36 – 45 (Acceptable)

Below 35 (Intervention)

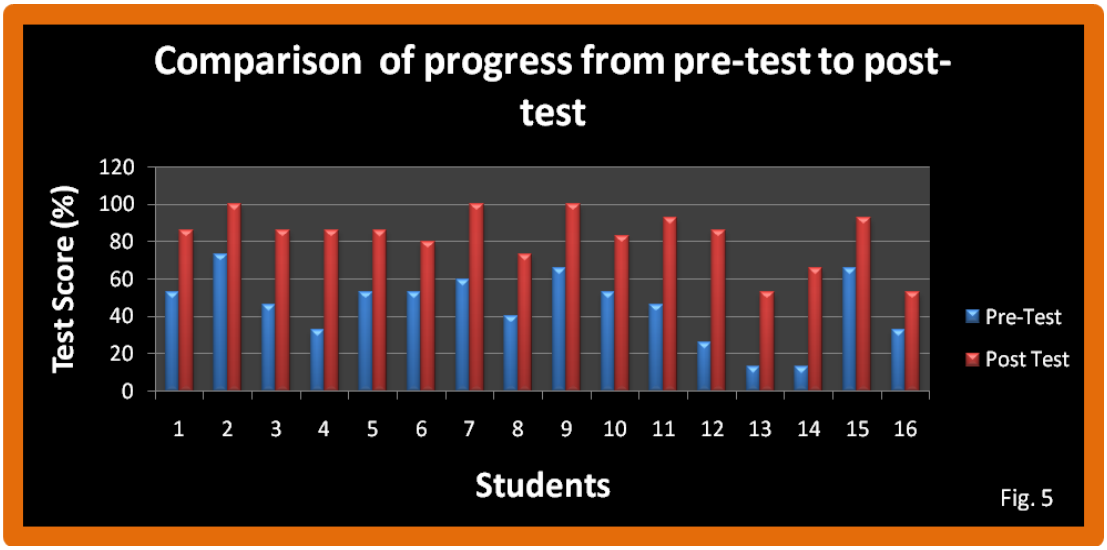
Key (post-test)

90 – 100 (Target)

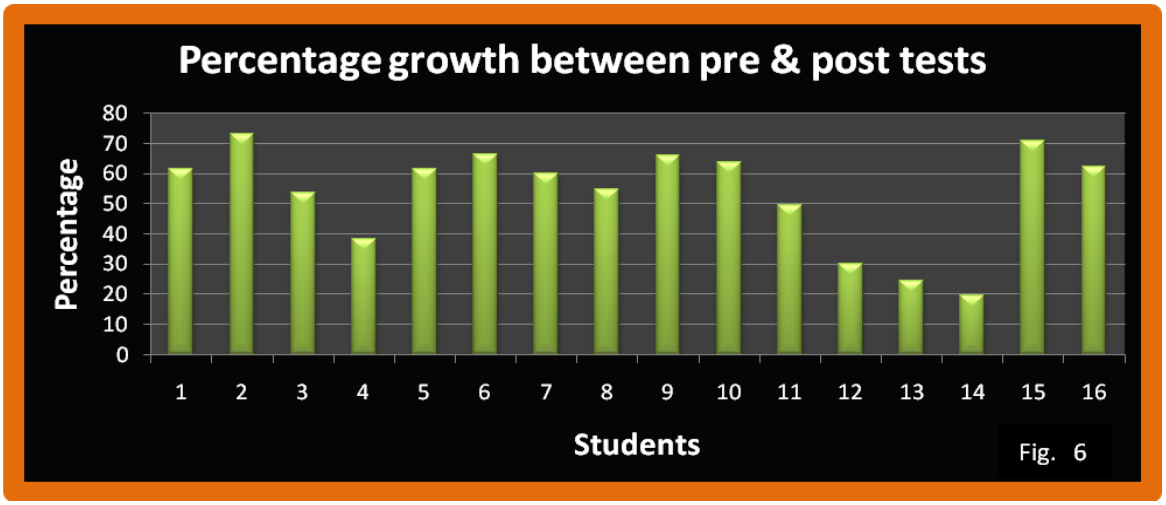
75 – 89 (Acceptable)

Below 75 (Intervention)

Graphs comparing the pre-test and post-test



The above chart (fig. 5) shows the progress the students made from the pre to post-test. It showed considerable improvement after the concept was taught; even with the students who did not make a passing grade. The pre-test scores ranged from a low of 13% to a high of 66% while the post test ranged from a low of 53% to a high of 100%. The chart below (fig.6) shows the percentage growth for individual students after the post-test. The growth was consistent and ranged from 20% to 75%.



Analysis of student learning

Whole group

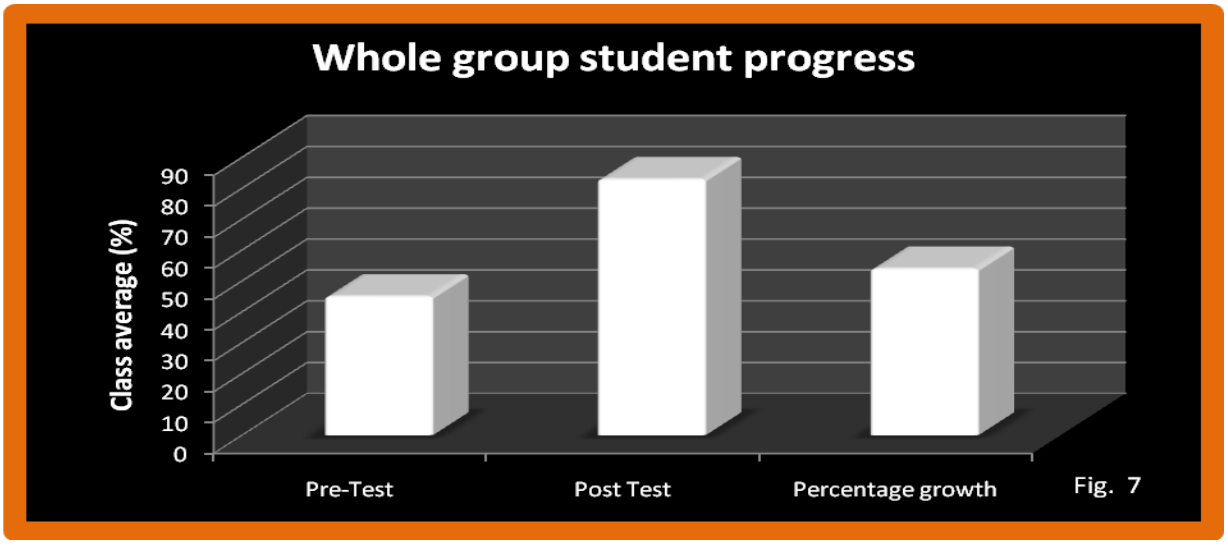


Fig. 7

The above chart (fig. 7) shows the progress of the whole group. The average progress of the group at the pre-test stage was 40%. This showed that the students had some knowledge of the concept. The post-test on the other hand, showed an overall progression of almost 80%. This means that the objective was grasped and the students made progress toward the learning criterion. The overall percentage growth was approximately 60%.

Sub-groups

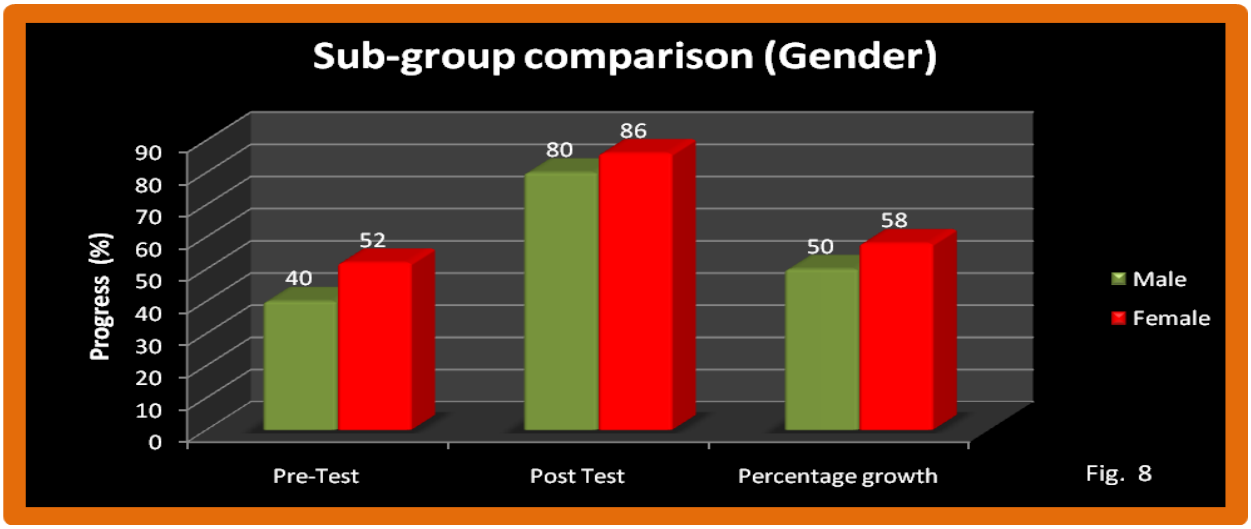


Fig. 8

The sub-groups I chose to compare were males and females. The classroom has a total of 9 males and 7 females. Figure 8 above shows a progress comparison of the sub-groups. The pre-test result showed the males progressing at 40% and the females at 52%. This showed a 12% difference. At the post-test level, the females again edged the males by 6% with both groups showing overall progress of 86 and 80 respectively.

The males however have to be commended for the 100% improvement they made from pre to post-test, compared to the females' 34% improvement. The overall percentage growth between males and females was 50% and 58% respectively. Overall there is not a huge difference in the overall performance between girls and boys for this learning objective.

Section 7: Reflection and self evaluation

Reflection on modifications to the Unit of Instruction

Reflecting on the entire unit-both the planning process and actual instruction, there is not much that I would change. The modifications I mentioned in a subsequent chapter with regards to classroom management and reviewing the previous grade material worked beautifully. The only additional change I would make is varying my instructional methods and strategies a bit more. This would certainly help the diverse learners to grasp the concept from another dimension.

Reflection on implications for Professional Development

The planning and implementation has revealed to me that I had strengths I was not even aware of. Putting the unit together was something I was so motivated to do, by just thinking about the outcomes I expected from my learners. I think the enthusiasm I brought to the planning and implementation processes positively affected my students and kept them motivated. Self-evaluation also played an important role as this kept me focused and aware when a method or strategy did not or was not working.

Student behavioral has never been a major issue over my student teaching experience. From the get go, I made the students feel responsible for their own behavior and success and I had a competitive group who competed with even trying to stay focused. I can think of two areas of improvement that I could work on and these are: my being too emotional with students' personal issues, and my anxieties about students' success. I do hope as I gain more experience in the field, I will be able to get better and improve these weaknesses.

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Appendix A

Name:_____ Date: _____

States of Matter Assessment

Place the following words in the most suitable column.

1. Rock
2. Milk
3. Oxygen
4. Pencil
5. Water
6. Air freshener
7. Eraser
8. Air
9. Hair spray
10. Car
11. Orange juice
12. cooking oil

Solid	**Liquid**	**Gas**

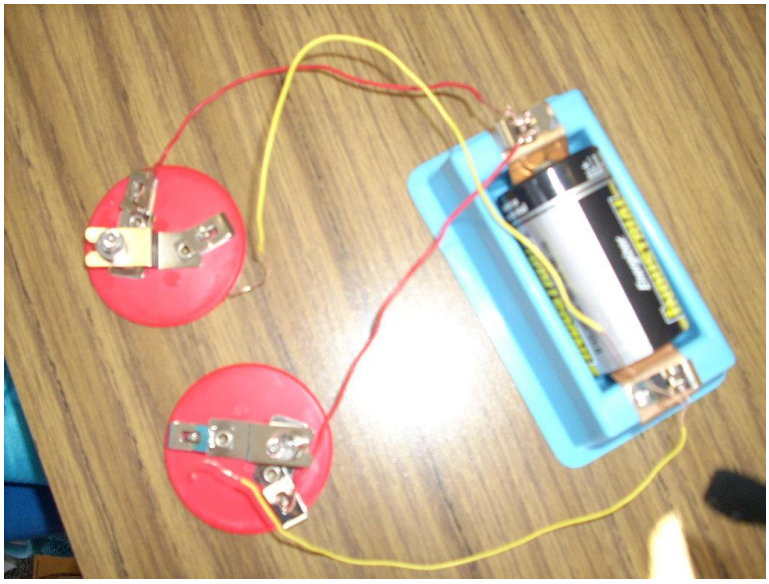
Use the words Solid, liquid or gas to fill the blanks.

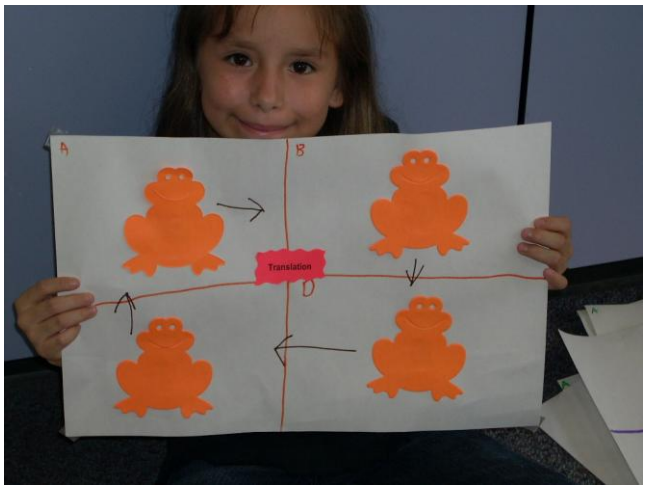
1. I am the state of matter that does not change its shape when moved from one place to another. I am_____.
2. I am the state of matter that changes its shape when moved from one place to another. I keep the same volume. I am_____.
3. I am the state of matter that changes its shape when moved from one place to another. My volume may get larger or smaller. I am _____.

Appendix B

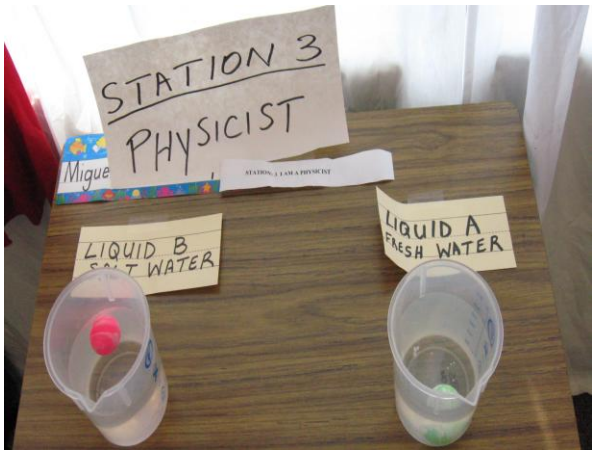
Scientists at work

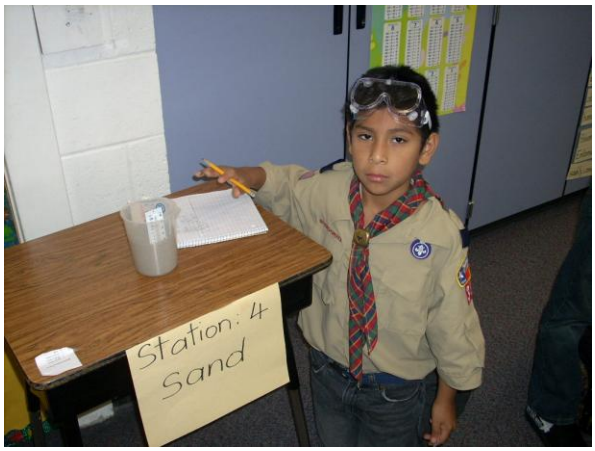
Look at what we made!!





Experimenting with science





Party like a multiplication star!!