

**Project FOCUS  
Best Lessons  
SECOND GRADE**

**Title of Lesson:** Reviewing States of Matter

**Theme:** Physical Science

**Unit Number:** 1      **Unit Title:** Properties of Matter

**Performance Standard(s) Covered (enter codes):**

S2CS1

S2CS5

S2CS6

S2P1

**Enduring Standards (objectives of activity):**

**Habits of Mind**

- Asks questions
- Uses numbers to quantify
- Works in a group
- Uses tools to measure and view
- Looks at how parts of things are needed
- Describes and compares using physical attributes
- Observes using senses
- Draws and describes observations

**Content (key terms and topics covered):**

States Of Matter, Solids, Liquids, Gases, Properties,

**Learning Activity (Description in Steps)**

**Abstract (limit 100 characters):** A Bingo! style review game to wrap up the States of Matter Unit that also incorporates math.

**Details:** I divided my students into 4 groups and gave each of them Bingo cards that I had made on construction paper. Each card had the same words but they were all in different orders. I chose 16 words that we had gone over in detail over the course of the unit and then made up clues to each word. I categorized my clues/words into easy/medium/hard/difficult which then corresponded to a coin value. My students were learning about counting money in math, so I decided to use coins as my bingo markers. I gave each group 5 pennies, 5 nickels 5 dimes and 5 quarters. I had my students place their group's bingo card on a large table with their coins, then the groups lined up single file behind their card. The first student in each line stepped up to the card and I drew a coin out of my pocket( I had one each of the coins in my pocket), the students would then retrieve the same coin that I had from their pile and hold it up, then depending on the value of the coin I would read a clue that corresponded to that value. The students would then place their coin on the correct clue on their bingo card, step back from the card, and raise their hand. When all four students placed their coins and stepped back, I would then check each card starting with whoever raised their hand first. I would ask the whole class the correct answer and if the student was correct they got to keep their coin on the game board, if they were wrong, I removed it. We played until a team got the first bingo, and I gave that team an extra quarter for getting bingo. Then, I had each group count up all the coins on their game board and I wrote each groups total on the board, then we picked with

amount was the most and that team won. At the end of the game, there were one or two questions most students didn't get correct, so I went back over the questions with my students to make sure they understood the most important concepts of the unit.

**Materials Needed (Type and Quantity):**

Bingo Cards for each team (I used different color construction paper for each team)

5 each pennies, nickels, dimes, quarters PER TEAM

1 each penny, nickel, dime, quarter for the clue caller

Master List of Clues and Words to call from

**Notes and Tips (suggested changes, alternative methods, cautions):**

I used real coins, but your teacher may want you to use the play money that they have for math, just make sure there is enough play money for each team.

Here are some examples of the clues and words I used:

The characteristics that describe matter are called \_\_\_\_\_ PROPERTIES (10¢)

Anything that has mass and takes up space is called \_\_\_\_\_ MATTER (10¢)

The gas state of water is called \_\_\_\_\_ STEAM (5¢)

Water, Sprite, Rain, Milk and Juice are all \_\_\_\_\_ LIQUIDS ( 1¢)

Inside a container, liquids do what? TAKE THE SHAPE OF THEIR CONTAINER (25¢)

**Sources/References:**

- 1)
- 2)
- 3)