



## What am I?

### States of Matter Module

**Objective:** By the completion of this activity, students will have drawn pictures of different states of matter in response to clues read by the teacher.

#### **Materials:**

- construction paper
- crayons

#### **Procedure:**

1. Distribute one piece of construction paper to every student and enough crayons to share.
2. Students fold construction paper to make 8 boxes.
3. Choose “solid” or “liquid” clues to read out loud to students.
4. Pause after each clue to allow students time to draw responses.
5. After all 8 clues are read, students share pictures and explain why they chose to draw the state of matter they did.

#### **Clues:**

Solid: What am I?

1. I am a very useful state of matter.
2. I come in any color of the rainbow.
3. I come in a variety of shapes. I can be round, square, or even triangular, and I can also be bumpy or smooth.
4. When I am moved from one spot to another, like from the ground to a windowsill, I keep my shape. What can I say? I am what I am.
5. Not only do I keep my shape when I am moved, I also take up the exact same amount of space - no more and no less. Figure me out yet?
6. Any container can hold me, that is as long as I can fit inside.
7. My particles, what I am made up of, are all tightly packed together, vibrating in place.
8. What am I? (Have students draw a picture of what they think I am and then have a few - or all - students share their drawings. Review how each of them are - or are not - examples of solids.)

Liquid: What am I?

1. I am a very useful state of matter.
2. I can come in a variety of colors, and sometimes I don't have any color at all.
3. I am very shapely, in fact, I flow very nicely into any space you put me.
4. I do not keep my shape when I am moved, because I don't have a shape unless you put me in a container.
5. Not just any container will hold me! If you put me in something, it had better not have holes in it, or I'll just flow right through. Figure me out yet?
6. No matter how many times you move me from one container to another, I will always take up the same amount of space - always. My volume does not change.
7. My particles, what I am made up of, are loosely packed together so they can move and flow around each other.



8. What am I? (Have students draw a picture of what they think I am and then have a few - or all - students share their drawings. Review how each of them are - or are not - examples of liquids.)

**Accommodations:**

If students have difficulty understanding the clues or if materials are an issue, a variety of accommodations can be employed.

- The teacher can model example pictures and conduct the activity at the front of the class.
- The activity can be completed at a center with an aide or the teacher.
- The activity can be completed with a science buddy from an older grade.