

SPECIAL ED

# STATES OF MATTER: GASES



ALSO INCLUDES GOOGLE SLIDES







*This unit was created with this guy in mind. He has autism and an intellectual disability. He is a non-reader, and loves playing with balloons filled with gas. With some support he is able to do this unit, and enjoys the challenge. He is my tester!!*



# Gases Unit

By  
Christa Joy  
Special Needs for Special Kids



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Also included in this resource as separate files:

- Lesson plans
- Links and directions to digital activities
- PowerPoint **(this is the book in the lesson plans)**
- Voice recorded PowerPoint
- Activities in black and white

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*This unit contains over 50 pages of material. I have included a detailed lesson plan to help you make the most of everything in this unit including how to add some group activities.*

*This unit comes in 2 files, one in color and one in black and white.*

# States of Matter Lesson Plan

## Preparation

- Print out a vocabulary board for each student to use throughout unit
  - Laminate or place in page protector
- Book
  - Print out, laminate, and bind

## Preassessment (do day 1 before starting lesson)

- Choose the form of the assessment that best fits the learning level of your students
- Give the assessment to assess what your students may already know
- I cannot emphasize enough how important this step is. If you want to see growth, this preassessment is so important!!

## Teaching Tips

1. *Color Coding*: this is a really easy way to add more structure to a matching activity. Outline or color in an empty box or sorting label. [Outline](#) or color in the corresponding picture symbols the same colors. Becomes a color matching task.
  - a. For more info, read more here: <https://specialneedsforspecialkids.org/2015/09/05/using-color-coding-for-differentiation/>
  - b. I also have a blog post on differentiating one activity 3 ways: <https://specialneedsforspecialkids.org/2018/10/22/differentiating-1-activity-3-ways-easily-and-effectively/>
2. *Make you own copies of the activities*: Every day I review the activity we did yesterday. For that reason:
  - a. I often complete the activity myself and often laminated it for easy review that I could use year after year.
  - b. My copies were also helpful as either a model for students who needed more support or as a way for more advanced students to self-check their work.
3. *Options for Use*: Turn any activity into a reusable file folder activity by laminating and adding Velcro.
  - a. For more info, watch this video here: <https://www.teacherspayteachers.com/Product/Making-File-Folder-Activities-3474240>

The lesson plans contain:

Overall tips for teaching students with significant needs.

(This is the same lesson plan used for solids, liquids, and gases.)



Quick Look (This same plan is used for Solids, Liquids, and Gases)

| Day | Activity   |
|-----|--|
| 1   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary Board activity</li><li>• Circle map</li></ul>            |
| 2   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary Board activity</li><li>• Rules sheet</li></ul>           |
| 3   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary Board activity</li><li>• Sorting activity</li></ul>      |
| 4   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary Board activity</li><li>• Sorting activity</li></ul>      |
| 5   | <ul style="list-style-type: none"><li>• Book</li><li>• Vocabulary Board activity</li><li>• Coloring book</li></ul>         |
| 6   | <ul style="list-style-type: none"><li>• Social story</li><li>• Vocabulary Board activity</li><li>• Coloring book</li></ul> |
| 7   | <ul style="list-style-type: none"><li>• Assessment</li></ul>   |

*The lesson plans contain:*

*A quick look at what you will do each day*

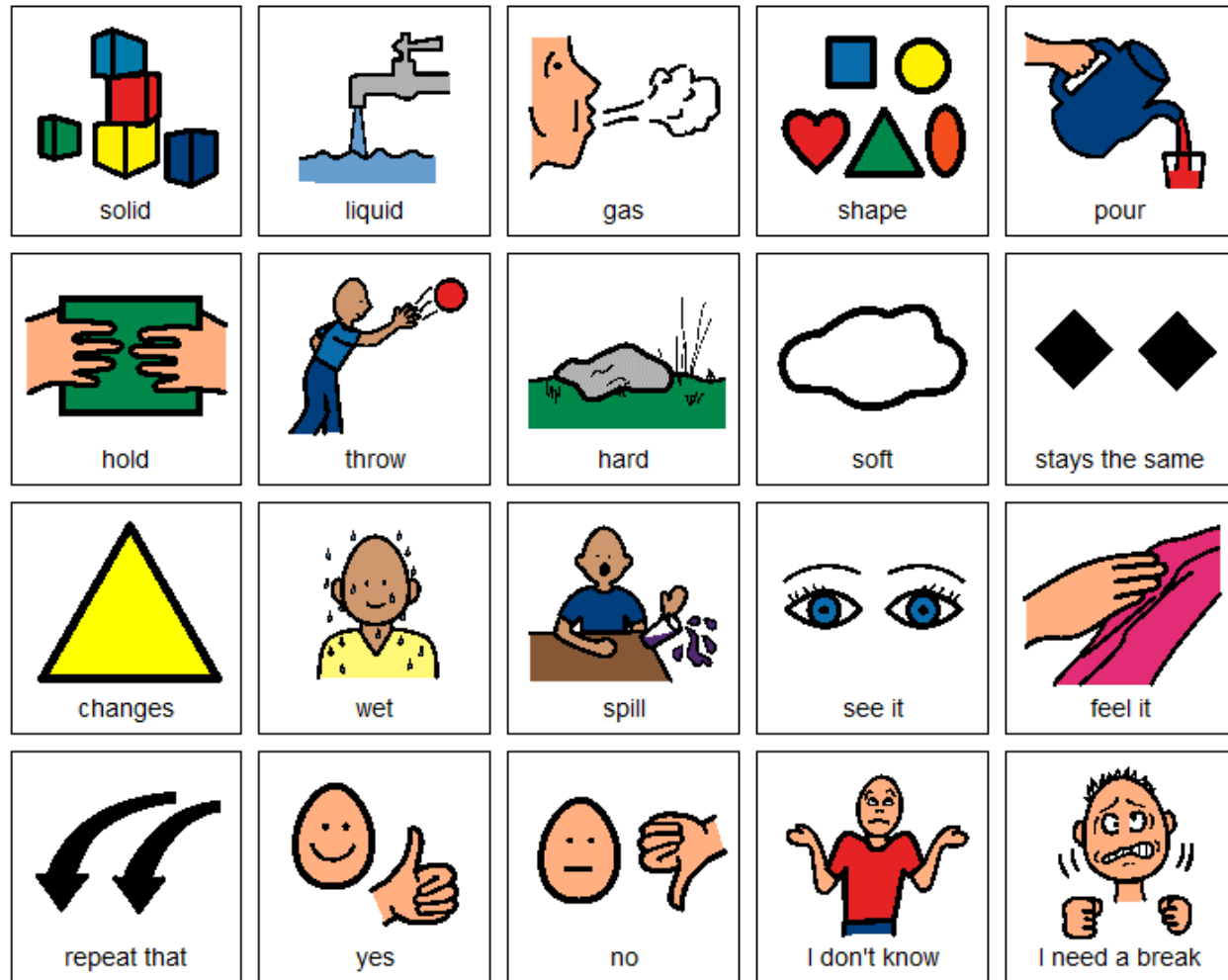
## Day 3

| Activity                                 | Notes   | Materials   |
|--|---|---|
| Read the book (10 minutes)               | <ul style="list-style-type: none"><li>Read through the story, asking lots of questions</li></ul>  | <ul style="list-style-type: none"><li>Book</li><li></li></ul>                                   |
| Vocabulary Board activity (10 minutes)   | <ul style="list-style-type: none"><li>Choose an activity from the activity list mentioned on page 2 of these lesson plans</li></ul>   | Vocabulary board  |
| States of Matter I Spy Game (10 minutes) | <ul style="list-style-type: none"><li>Describe a solid or liquid you see in the room</li><li>Have students name the solid or liquid you are describing</li></ul>  |   |
| Review (5 minutes)                       | <ul style="list-style-type: none"><li>Review the rules sheet</li></ul>  | <ul style="list-style-type: none"><li>Teacher copy of finished rules sheet</li></ul>            |
| Sorting activity (10 minutes)            | <ul style="list-style-type: none"><li>Complete the sorting activity using photos</li><li>See directions with activity</li><li>Use color coding if needed (see note on page 1 for more information)</li><li>Again, make connections to the book when doing this activity</li></ul> | <ul style="list-style-type: none"><li>Sorting worksheet</li><li>Scissors</li><li>Glue</li></ul> |
| Sharing (10 minutes)                     | <ul style="list-style-type: none"><li>Each student shares their finished sorting project</li></ul>  | <ul style="list-style-type: none"><li>Completed project</li><li>Communication devices</li></ul> |
| Essential Questions                      | <ul style="list-style-type: none"><li>How does a solid feel?</li><li>How does a solid look?</li><li>What can you do with a solid?</li><li>Pick any book and go read aloud having student point out solids that they see.</li></ul>  |   |

The lesson plans contain:

Detailed instructions on how that day's lesson should run





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This unit comes with a vocabulary board.

Vocabulary boards are great for ALL students to assist with participation and engagement in group discussions.

Tips on how to use in the unit!!

1. Unlike solids and liquids, most gases you **CANNOT** see!



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2. Gases will FILL the container they are placed in, like a balloon.



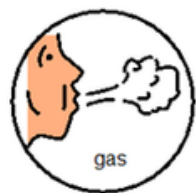
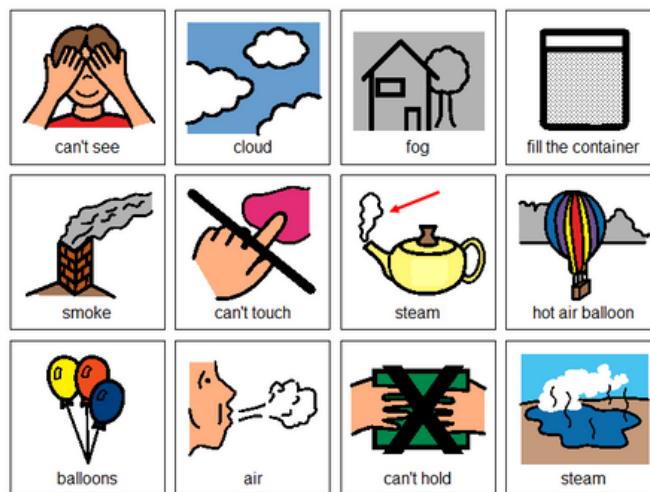
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*There is a book with this unit using simple text and photos. It is 21 pages and is an overview of the properties of gases.*

*Both come in pdf versions as well as a voice-recorded powerpoints (so you don't have to print it out.)*



Cut apart pictures and place in circle map.



Cut apart pictures and place in circle map **ONLY IF** they deal with gases.



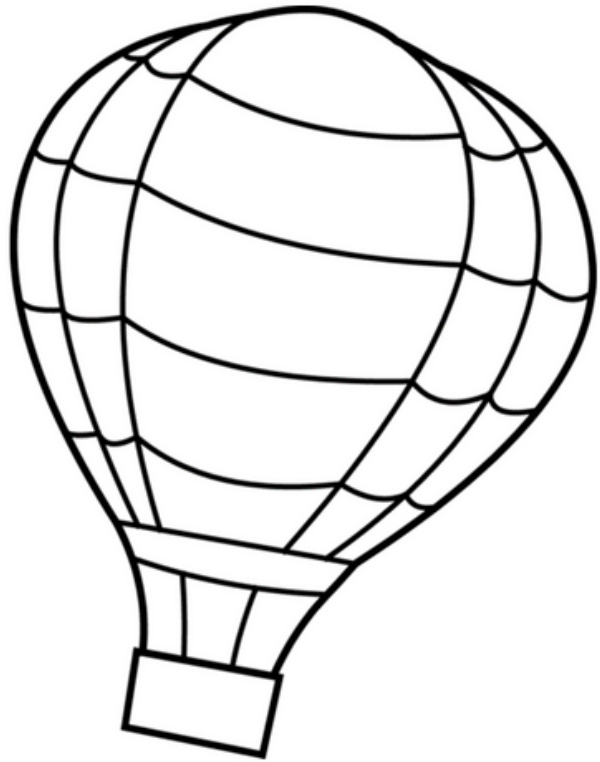
There is a circle map on the properties and examples of gases.

Circle maps are a great way for students to see the concept at a glance.

There are 2 versions:

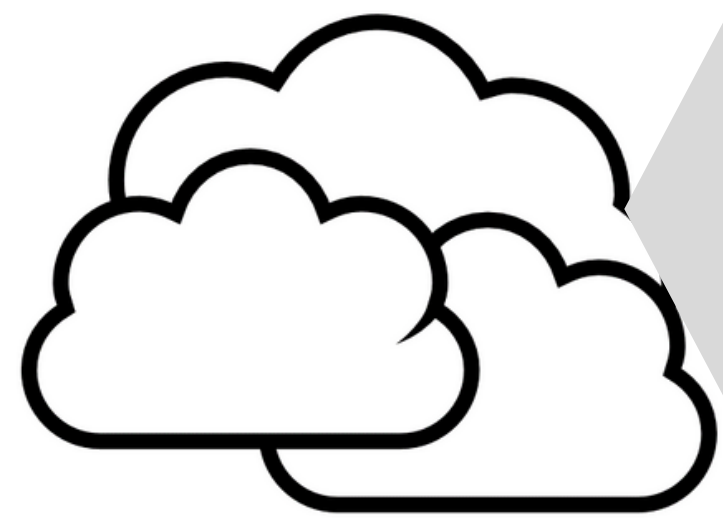
- One is errorless
- One has wrong answers mixed in students will have to set aside





Gas fills this balloon.

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A cloud is made up of  
gases.

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There are 5 coloring  
pages with examples of  
gases.










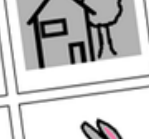




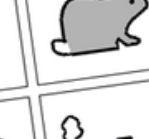




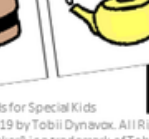





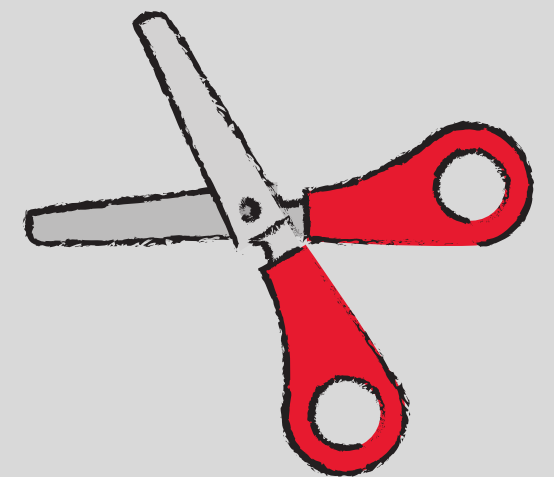
| <br>solid | <br>liquid | <br>gas |   |   |
|---|--|---|---|---|
|          |           |        |  |  |
|          |           |        |  |  |
|          |           |        |  |  |
|          |           |        |  |  |

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There is a sorting activity. Real photos and picture symbols are included. Suggestions for differentiation are included.

| <br>solid | <br>liquid | <br>gas |  |   |
|--|---|--|--|---|
|         |          |         |  |  |
|         |          |         |  |  |
|         |          |         |  |  |
|         |          |         |  |  |

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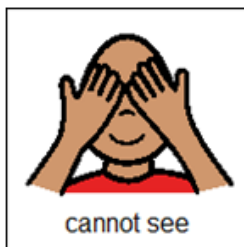
# Rules of Gases



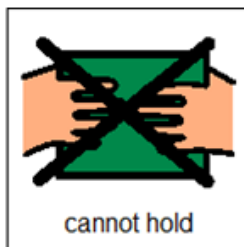
1. Most gasses you  and

2. A gas will  a container.

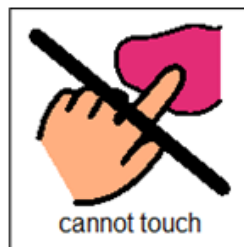
3. You  a gas.



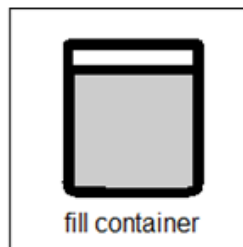
cannot see



cannot hold

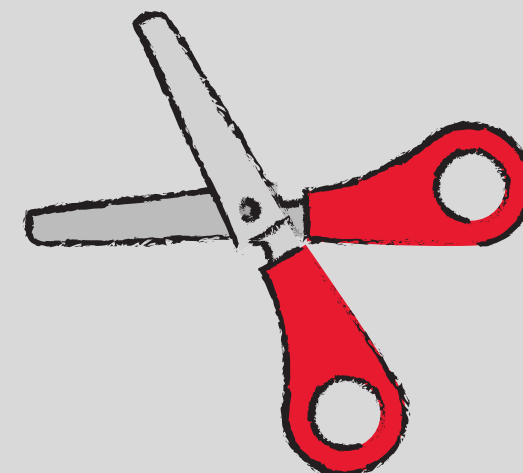


cannot touch



fill container

There is a cut-and-paste worksheet reviewing the rules of gases. I have included some suggestions for differentiation.





# Gases Quiz



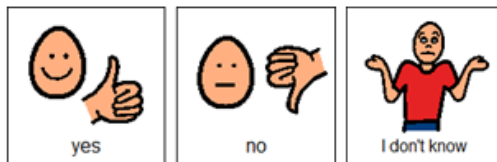
1. Circle those that show a gas.



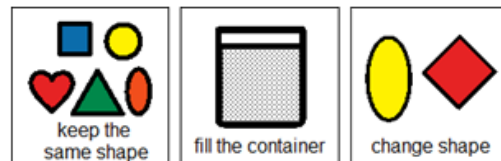
2. Put an X on those that do not show a gas.



3. Can you see or feel most gases?



4. When put in a container, gases:

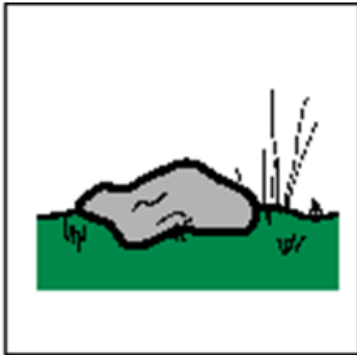


There is a short quiz included. There are 3 versions. This version has **4 questions** with 3 picture choices for each question.

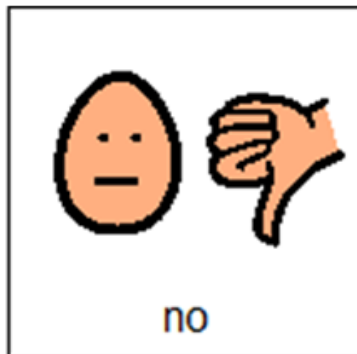
Answer key included.

Larger cards to print and use for answers for students who need less distraction and a smaller visual field.

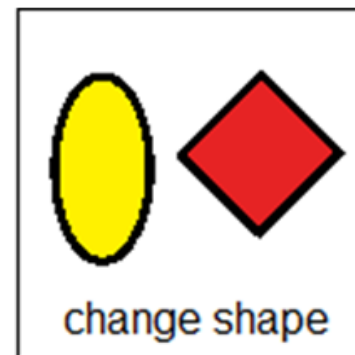
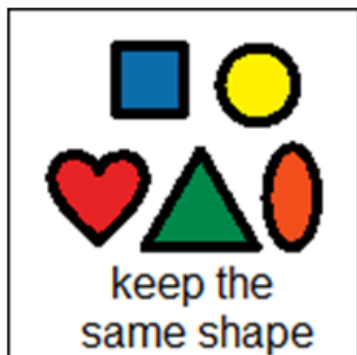
Q2



Q3



Q4



With this version, you cut out the answer choices and glue them on index cards. Ask the student the question, and they point to the correct answer.



## Gasses Quiz



1. Circle those that are a gas.
  - A. breath
  - B. smoke
  - C. cat
  - D. cloud
  - E. Kool-Aid
2. Put an X on those are not show a gas.
  - A. steam
  - B. River
  - C. Helium in a balloon
  - D. rock
  - E. water
3. Can you see or feel most gasses?
  - A. yes
  - B. no
  - C. I don't know
4. When put in a container, gasses:
  - A. keep the same shape
  - B. fill the container
  - C. change shape

*This is your traditional multiple choice version. It can also be used as a recording sheet if your students are using the version with index cards.*

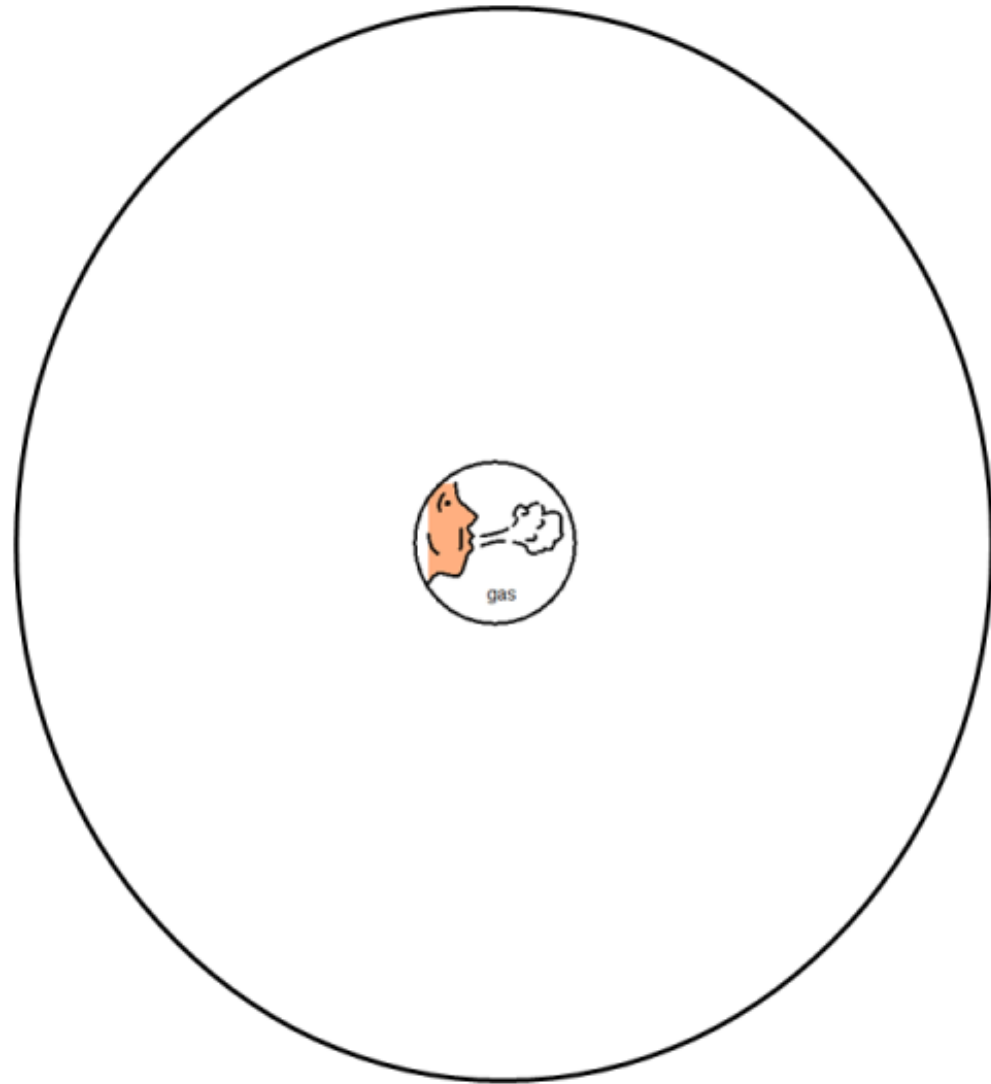
# What is a Gas?

By  
Christa Joy

*This unit also includes digital versions of the activities.*

*Students can watch a movie book version of the book rather than printing it out.*





Place pictures in circle map about gases.



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Each activity is set up so students can click and drag answers. No typing is required.

Make great independent work centers



solid



liquid



gas

Place the pictures in the correct column.

|  |  |  |  |  |
|--|--|--|--|--|
|   |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |
|  |  |  |  |  |

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The second set of slides uses color for differentiation and extra support for students who may need it. Mix and match slides from both sets to make the perfect set for each student.

Make great independent work centers



I also have a resource that is an overview of the 3 states of matter

- Solids
- Liquids
- Gases

**CLICK HERE**



**Save money!!!!**